DOCUMENT RESUME

ED 243 254 EC 162 158

AUTHOR	Williams, Idola J., Ed.; Goodale, Ronda, Ed.
TITLE	Minority Students & Special Education: The Issues of Placement and Proportion. Model Programs and Practical Approaches. Spring Conference.
INSTITUTION	Boston Public Schools, MA. Dept. of Student Support Services.; Massachusetts State Dept. of Education, Boston.
PUB DATE	82
NOTE	81p.; For a related document, see EC 162 157.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Disabilities; Elementary Secondary Education; Legal Problems; *Limited English Speaking; *Minority Groups; Parent Participation; Parent School Relationship; Psychological Testing; Screening Tests; Special Education; *Student Evaluation; *Student Placement; Test Bias

ABSTRACT

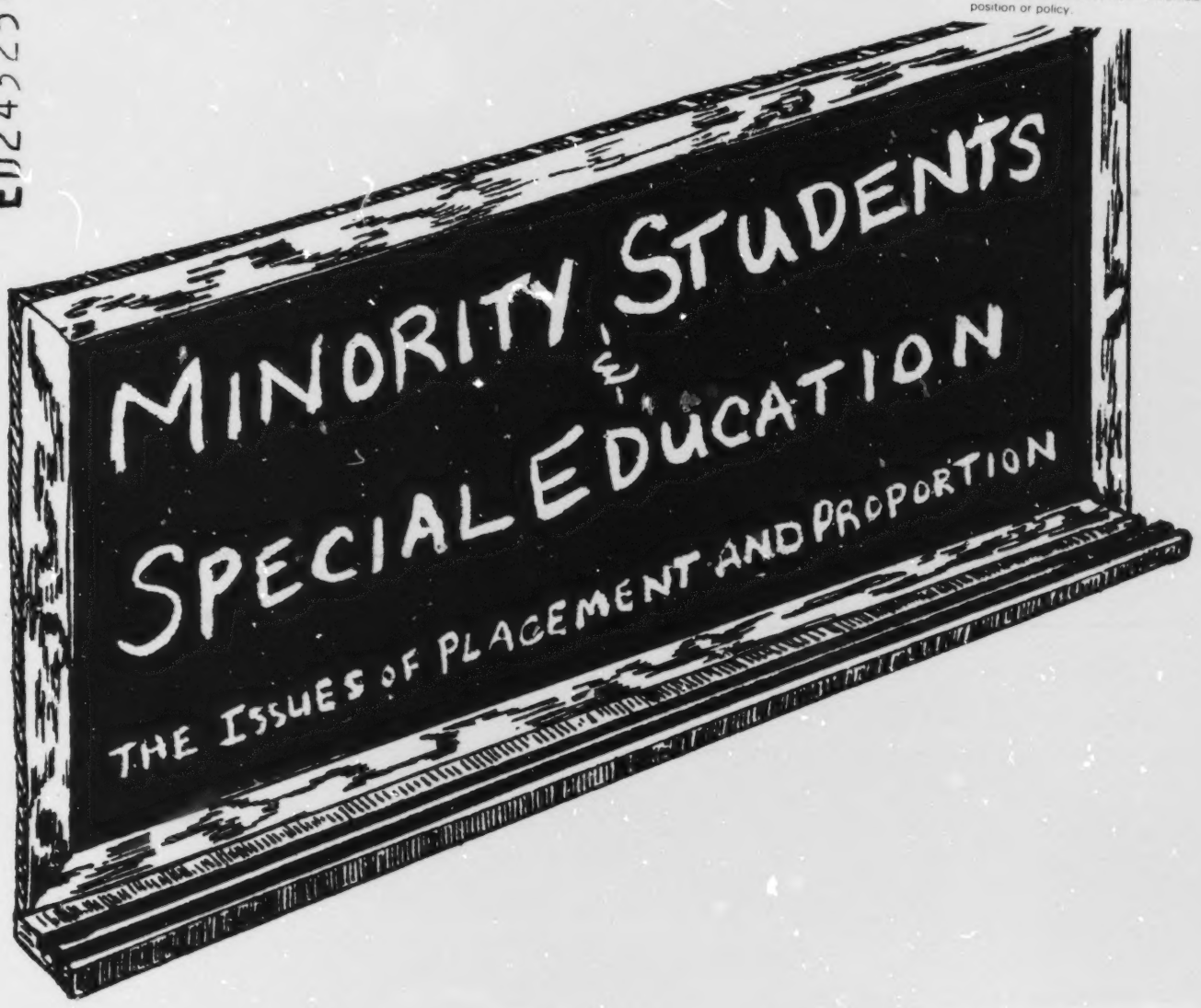
The second of two documents on issues concerned with limited English speaking students in Massachusetts special education programs, this report presents proceedings from a 1982 conference. Sixteen presentations are summarized and results of participants' evaluations on six-item questionnaires are included. Topics covered in the workshop sessions included the following: the parent's advocacy role under Massachusetts' special education law, unbiased instruments appropriate for minority students, legal ramifications for monitoring appropriate placement of minorities in special education, non-discriminatory kindergarten screening, reality therapy, legal ramifications of section 504 of The Rehabilitation Act of 1973, discipline, management information systems, attitudinal and systemic barriers, psychological assessment, and a prereferral model with parent involvement. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED243254

SPRING CONFERENCE



and Practical Approaches

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Linda Goodale
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CO-SPONSORS

Boston Public Schools
Massachusetts Department of Education

EC162158

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

JOHN D. O'BRYANT
Vice President

It was an honor and a pleasure to deliver the welcoming address at the Conference on Minority Students and Special Education.

The topics covered were helpful in exploring programs, assessment procedures and legal issues that can facilitate the most appropriate placement of minority students in special education programs.

The group of participants present at the conference was impressive because of their attentiveness, level of commitment, and overall interest and concern.

It was valuable for the Boston Public Schools to organize this conference. I support future conferences on this important topic and hope that other school systems can benefit as well.

John D. O'Bryant,
Vice President

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6364 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
ROBERT R. SPILLANE

MESSAGE FROM THE SUPERINTENDENT:

The Boston Public Schools is committed to equal educational opportunity for all students.

The Boston Public Schools was pleased to assume a leadership role in sponsoring the New England conference on Minority Students and Special Education in 1981. The need for communities to share their best thoughts on relevant educational issues is an important factor in professional growth. We hope the proceedings from the conference will help educators throughout New England provide the most appropriate education for all special needs students.

Robert R. Spillane
Superintendent of Public Schools

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6364 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

STUDENT SUPPORT SERVICES

The Department of Student Support Services is fully supportive of providing the most appropriate and least restrictive special education placement for all special needs students. The Over/Under Representation Project which investigates the reasons for disproportionate placement of minorities in certain special education programs has been fully endorsed by all superintendents and school committees since 1979, when the project was originally initiated.

The Department of Student Support Services co-sponsered the conference on Minority Students and Special Education in cooperation with the Massachusetts Department of Education. The importance and relevance of the issue of appropriate placement for minorities in special education should be discussed and examined by all administrators, educators, parents, and students. The conference's scope provided a rare opportunity for this examination and for problem-solving and sharing. We hope that the conference proceedings will serve as a resource for all individuals involved in the delivery of quality special services to all children who have handicapping conditions.

Kenneth G. Caldwell, Manager
Department of Student Support Services

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6364 AREA 617

Boston Public Schools

and

Massachusetts Department of Education

MINORITY STUDENTS & SPECIAL EDUCATION
THE ISSUES OF PLACEMENT AND PROPORTION

Model Programs and Practical Approaches

Edited by Idola J. Williams & Dr. Ronda Goodale

The School Committee

of the

City of Boston

Jean Sullivan McKeigue, President
John D. O'Bryant, Vice-President
Kevin McClusky, Treasurer
Jean McGuire, Member
Rita Walsh-Tomasini, Member

Robert R. Spillane, Superintendent

Kenneth G. Caldwell, Manager
Student Support Services

1982

Special Thanks

to the

CONFERENCE COMMITTEE

Ronda Goodale

William Lawrence

Marie Lindahl

David Riley

Paulette Durette-Spriggs

Bennie Walker

Linda Wolk

Kenneth Caldwell, Manager
Student Support Services

&

Staff and Students at the
Hurbert H. Humphrey Occupational Resource Center

Funding to support this Conference and the
publication of this report was made available
through Public Law 94-142

Table of Contents

I	Forward	1
II	The Conference	1
III	Summative Evaluation Data	2
IV	Workshop Summaries	
	Massachusetts Advocacy - The Parent in an Advocate Role in the 766 Process	3
	Unbiased Assessment - Training instruments that are appropriate for Minority Students	5
	Legal Mandates - Ramifications for Monitoring Appropriate Placement of Minorities in Special Education	9
	Non-discriminatory Kindergarten Screening	20
	School Without Failure - The Application of Reality Therapy Concepts in Building success for the Special Needs Students in Regular Classroom	21
	Non-discriminatory Assessment - Bilingual and Minority Students and Consultants Training Model for Regular and Special Educators	31
	Section 504 - Civil Rights Legislation for the Handicapped - Legal Ramifications	37
	Basic Skills Improvement Policy - Relationship to Placement of Minorities in Special Education	40
	Code of Discipline	42
	Management Information Systems - Relationship to Special Education	45
	Legal Ramifications of the Lora Case in Service Delivery for Minority Students	48
	Parent Outreach Efforts in an Urban School System	51
	Attitudinal and Systemic Barriers to Providing Equal Access for Minority Students Populations	55
	Bilingualism, Cognitive Development and Psychological Assessment of Minority Children	57
	Data Base Tracking System for Exceptional Persons	58
	Instructional Support Program - A Prereferral Model with Parent Involvement	63
V	Presenters' Addresses	67

FORWARD

Under Massachusetts law, Section 6, G.L. 71 B, school systems are legally mandated to provide equal education opportunities to all students regardless of race, color or creed. In addition, P.L. 94-142, Section 504 of the Rehabilitation Act and Massachusetts Law, Chapter 766, require that students be placed in the least restrictive setting based on non-culturally biased assessment procedures. Chapter 71B mandates school systems to develop a plan to rectify disproportionate placement. Boston Public Schools in 1978 was found to have a disproportionate number of black and Hispanic students in special education programs. Boston Public Schools, with the help of external and internal agencies and experts, developed a remedial plan now called the Action Plan to address the issue.

THE CONFERENCE

The Boston Public Schools and the Massachusetts Department of Education co-sponsered a conference to address the issues surrounding minority placement in the special education programs of urban school systems. The day-long conference was attended by 250 local and eastern regional educators, school administrators, advocates, parents, and students. Presentations were made by representatives from school systems and state departments which are affected by disproportionate minority representation in special education and/or are implementing or monitoring programs for maintaining proportionate placement. This booklet is a summary of that conference.

Purpose and Objectives of the Conference _ Boston is beginning its fourth year of addressing the disproportionate placement of minority students in special education programs. Many other urban school systems throughout New England and in other eastern states are also addressing this issue and have developed or are initiating Action Plans. The value of sharing strengths and discussing roadblocks to implementation is of inestimable value. Different urban school systems would benefit from the successes and mistakes of other school systems regarding this issue. The conference objectives included: (1) to provide a forum for sharing procedures that impact on disproportionate placement of minorities in special education; (2) to focus on practices that result in more appropriate referral of minorities to special needs programs; (3) to examine regular education programs that are alternatives to special education referrals for minority students; (4) to explore methods of reducing the number of minorities in most restrictive special education programs; (5) to examine systematically reasons why minority students are placed in special education programs at a disproportionate rate; (6) to explain the effectiveness of entrance and exit criteria for minority students placed in special needs programs.

SUMMATIVE EVALUATION FOR CONFERENCE
ON MINORITY STUDENTS AND SPECIAL EDUCATION

Evaluation/Questionnaire

Rate the presentation on a scale from 1 to 8: 1 is lowest; 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 X 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 X 7 8
lowest highest

3. Overall, was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 X 7 8
lowest highest

4. Did the presentation provide for partipant involvement?

1 2 3 4 5 X 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 X 7 8
lowest highest

6. Overall, how would you rate this presentation?

1 2 3 4 5 X 7 8
lowest highest

Additional comments and recommedations:

The summative evaluation of all presentations reveals that the conference was well received. Future conferences need to be sponsored on this issue. Other conference themes might focus upon particular problems in addressing disproportionate placement or assessment, data base managing, etc. In addition, a conference for parents on this issue might prove very worthwhile.

Massachusetts Advocacy - The Parent
in an Advocate Role in the 766 Process

Presenters:

Peggy Janey, Special Education Policy Analyst, Massachusetts Advocacy Center

Mary O'Brien, 766 Parent Trainer, Federation for Children with Special Needs

Marian McDonald, 766 Network Developer, Massachusetts Advocacy Center

Alan Rom, Esq., Lawyers' Committee for Civil Rights

Anne Wheelock, 766 Parent Trainer, Massachusetts Advocacy Center

Dan Willis, Trainer, Citizens Involvement Training Project

The Advocacy Center was instrumental in bringing the issues of disproportionate placement of minorities in special education programs to the attention of the State Department of Education and has played an active role in monitoring the subsequent remediation activities of the involved school districts. The Center has focused upon minority special education issues in Holyoke, Cambridge, Hudson, Lowell, and other school districts. The Federation, likewise, has a long history of involvement in special education issues and has particular expertise in 766 parent training.

The conference presentation involved a simulated evaluation team meeting. The goal was to present a basic analysis of racial/cultural bias in special education placement decisions. The need for parents' monitoring of the 766 process to assure non-discriminatory treatment for minority students was explored. The workshop additionally examined the need for strong parental involvement in the 766 process.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Mass. Advocacy - The Parent in an Advocate Role in the 766 Process

Time of Workshop 9:45-10:45

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 X 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 7 X
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 6 X 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 6 X 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 6 X 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 X 8
lowest highest

Additional comments and recommendations: Participants enjoyed role playing and felt the experience was beneficial. Participants felt more concrete examples on how parents can effectively operate in evaluation meetings would have been useful.

Name _____

Name of Organization _____
(optional)

Unbiased Assessment - Training Instruments
that are Appropriate for Minority Students

Learning Potential: A Culture-fair Alternative to the IQ Test with Disadvantaged Populations

Presenter:

Milton Budoff, Ph.D , Research Institute for Education Problems, Inc.

The Research Institute for Educational Problems, Inc. has developed learning potential (LP) assessment as an alternative procedure to traditional IQ testing for estimating general ability to reason. The LP assessment approach is based on a conceptualization of intelligence which stresses trainability or the ability to profit from learning experiences. It assumes that the prior and continuing experiences of poor and/or non-white children do not allow them to spontaneously acquire school-relevant skills in their natural environment. The learning potential paradigm includes training experiences directly relevant to the reasoning task presented. On the post-training administration, the students apply what they have learned on non-trained problems to demonstrate their problem-solving ability. The improved performance indicates problem-solving ability not evident when training is not provided as part of the traditional test administration, e.g., IQ tests. Learning potential assessment replaces the traditional product-oriented, one-session test with a three-stage procedure which includes a pretest, training session(s), and a post-test. The procedure can be administered individually or in groups depending on the student's needs.

The work with learning potential assessment started with a concern for developing a more equitable means of discriminating ability among low achieving students who had been classified as "educable mentally retarded". In later studies, the learning potential assessment paradigm was used with children in high educational risk. These children, though not officially labeled mentally retarded, also experience considerable difficulty in school and are generally viewed as having limited scholastic aptitude (IQs below 90). Our research on the effects of LP training suggest strongly that with low income and/or non-white or non-English-speaking students, a training-based assessment process represents a more culture-fair means of measuring ability of intelligence, when intelligence is defined as the ability to learn and profit from experience. Completed investigations demonstrate the applicability and validity of learning potential assessment with low income black and white, Spanish-speaking, and moderately and severely mentally retarded children.

A primary concern has been with establishing the validity of LP assessment, i.e., understanding its meaning and applicability in contrast to more traditional IQ testing. Initially, the focus was on IQ-defined samples of EMRs placed within the special class. The effort was conducted at two levels. At the first level, we examined the relationships of variables hypothesized to be related to differences in response to the LP procedure. Variables were examined in the domains of psychometric, motivational and cognitive style measures, self-report personality and interview data derived directly from the students themselves, and social, demographic and parental report data. These data supported the general finding that low IQ children who performed effectively following training were not mentally retarded but did have serious academic problems. They tended to act like other children from low-income backgrounds with serious academic problems though with higher IQs.

The second major approach was to look for evidence to support the hypothesis that the differences in response to training do indicate differences in response to suitably designed educational programs. IQ-defined EMRs who displayed considerable ability following training were more competent than their IQs or poor school achievements indicated. The initial studies employed specially designed science curriculum. Those who profited following training on the test learned and applied concepts of electricity in a manner similar to higher IQ regular class students supporting the differences in ability in the predicted direction.

Learning potential assessment illustrates a paradigm for how one might plumb the potential within a child. It restructures the basic question on which our traditional testing system has been predicated. Instead of trying to sort children into groups by a criterion of probable outcomes regarding school success, it allows us to ask whether the child who has not grasped a particular problem cannot grasp the problem if he is shown what it is we wish him to understand and utilize in non-trained instances of the problem. If after a short period of training on reasoning problems, the IQ-defined "mentally retarded" child can perform at the level of his chronologically aged peers, the child clearly is not retarded. But he does have problems that retard his progress in academic learning.

As psychologists, we must address ourselves and our teacher-colleagues to the nature of these continuing academic problems and develop educational plans aimed at helping the child overcome them. The interpretive thrust of the learning potential assessment, then, must be in viewing the child in spite of his handicaps of knowledge in test-taking or his past school failures, as a person who is probably able to learn and profit from suitable experiences.

It focuses us on what is potential and positive in the child. This demonstration of capability forces us to discover and innovate the programs that will enable us to help the child maximize his capability. We turn then from making what are at best often educationally irrelevant judgments, and at worst very damaging statements, using IQ tests, to a helping, facilitating orientation. We become concerned and focused on how we can

extract the best performance from the child to make him look and achieve better than he usually performs, e.g., the low IQ score.

The traditional IQ tests have tended to close our eyes to the complexities of the issues that we confront every day in our task of trying to make appropriate decisions for the child who has failed to progress satisfactorily in school. Also, and more critically, the power to think conceptually outside the verbal and language areas represents a domain of major significance for our work with children who have failed to learn. We nave tended to place excessive emphasis on the child's past acquisitions and his ability to verbalize them and have ignored the child's potential capability to reason outside the verbal domain. The message of the LP argument is that we must continually ask whether the child could perform more satisfactorily if he understood better what was expected of him and had the opportunity to practice and learn how to do what he might not have spontaneously learned from his past experiences.

Educationally, then, we must seek instructional formats that will engage the child and allow him to enhance his sense of continuing competence. This is especially critical for the poor, non-white child who expects failure on the strange turf of school. This population includes many poor whites from chronically poor families (across generations) as well as black and Spanish-speaking children. The child's siblings, his parents, collateral relatives and friends express their expectations based on their own often negative achievements in school.

Our focus should be to from an alliance with his teachers and together plan ways for the school to provide successes and be competence-enhancing for the child to reverse this early expectation of failure.

In summary, Learning Potential (LP) permits one to gain a sense of the child's capability to learn and reason regardless of the child's prior acquisitions and school failures as reflected in his IQ score. The low IQ signals school failure in the future, as the slow progress indicates school failure in the present. Learning potential assessment may indicate an underlying capability to learn and reason which can be primed and utilized to further school learning, albeit using materials and procedures other than those presently utilized. The school psychologist must become the learning engineer who can work with the child's teacher and other pupil personnel specialists to help design the program of activities that will facilitate the child's learning and help him progress at a more satisfactory rate in school.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Unbiased Assessment - Training Instruments that are Appropriate for Minority Students

Time of Workshop 9:45 - 10:45

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 X 5 6 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 X 6 7 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 X 4 5 6 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 X 4 5 6 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 X 4 5 6 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 X 5 6 7 8
lowest highest

Additional comments and recommendations: Extensive technical information was provided. Evaluations indicated a need for more practical descriptions to address effective assessment of minority students, and more discussion of the relationship between assessment and its application (i.e. writing IEPs, placement, etc.) for minority students.

Name _____

Name of Organization _____ (optional)

Legal Mandates - Ramifications for Monitoring
Appropriate Placement of Minorities in Special Education

Presenter:

Marie Lindahl, Educational Specialist, Division of Special Education, Massachusetts Department of Education

This paper focuses on providing equal educational opportunity in special education. The probability of denial of civil rights in special education exists for all children, particularly those whose cultural, racial and economic background may have produced varieties of learning styles which vary with the traditional norms of public school systems. In instances where school systems with multicultural populations do not have the staff and community support as well as diverse resources to modify their regular education programs, special education can become a "dumping ground." The obvious issue of language has allowed the development of effective monitoring criteria for the Limited English Proficient (LEP) child who may have special needs. For this reason the paper will discuss the monitoring of equal educational opportunity in bilingual special education. Many of the civil rights issues exist for other groups, but the development and monitoring of criteria has proven extremely difficult because of the attitudinal issues involved.

When Double Jeopardy[1], The Plight of Minority Students in Special Education, appeared in 1978, it became evident that the Massachusetts Department of Education did not have a comprehensive system to ensure enforcement of equal educational opportunity in special education.[2] Until 1978, the Division of Special Education used the Chapter 766/P.L. 94-142 Compliance Review/Program Audit to determine school districts' adherence to the Chapter 766 Regulations. Neither this document nor the formal requirement for monitoring equal educational opportunity, namely a review of enrollment figures, submitted in the Individual School Report and School System Summary tallies, each October, had been translated into a process designed to gather information for analysis of discrimination regarding cultural and linguistic minority students. When Double Jeopardy appeared it became imperative for the Department to adapt its monitoring process to reflect the monitoring of equal educational opportunity for cultural and linguistic minority students.

Because civil rights requirements extend over diverse statutory and judicial mandates[3], the Department of Education had to create a strategy for integrating them into its monitoring of special education programs. Implicit, as well, was the need to develop an instrument which would be sensitive to the overlap between regular and special education. The Department has since 1978 incorporated procedural safeguards and due process from these civil rights statutes in its Chapter 766/P.L. 94-142 Special Education Monitoring Standards[4]. Initially the Department developed Cultural and Linguistic Criteria which it added to the Compliance Review/Program Audit criteria in an Appendix. Because it was felt that this could contribute to the perception that cultural and minority issues are extras, when they are entitlements, the Compliance Review/Program Audit criteria have been revised to make explicit how the civil rights requirements apply to children from cultural and linguistic minorities by citing the legal references from other than Chapter 766 Regulations under the "Authority" section and by including the cultural and linguistic minority criteria under the "Standards" section. The

Monitoring Standards cover five areas: Child Identification, Team Evaluation, Services, Personnel and Facilities. Under each one of these are individual criterion which correspond to the Chapter 766 Regulations. The majority of the criteria are cross-referenced to Regulation 203.0 of Chapter 766 because it addresses the School Committees' responsibility for native language communication:

> Each school committee shall insure that all communication with parents or with the child pursuant to these regulations shall be in both English and the primary language of the home, if such primary language is other than English. Each school committee shall also insure that if the primary language of the home is other than English, all screening and evaluation, including the conferences and meetings with the parents and child which are part of the process of such screening and evaluation, shall be conducted by persons fluent in such primary language.

Implied is the identification of the students' primary language and the primary language of the home, which is required by state and federal bilingual, not special education, regulations. A sample criterion from the draft of the revised Monitoring Standards illustrates how the Department is attempting to monitor civil rights issues across divisional lines with special attention to coordination between regular and special education.

Area: CHILD IDENTIFICATION

Criterion No. 1 Child Search Plan The School committee has developed a plan to make continuous and systematic effort to identify children in need of special education.

Authority: Chapter 766: 303.0, 304.0, 203.0: Lau Remedies; Chapter 71A: 5, 34, 35, and 45; Chapter 622; 3.04 and 8.01

Standards:

1) Plan has been submitted to Regional Center for approval.
2) Plan includes all required elements as stated in 304.0.
3) Plan utilizes a variety of methods and media, e.g. newspaper, radio, mailings to parents, students, pediatricians, community agencies, etc., announcements in public buildings, public meetings.
4) Intake procedures provide for persons fluent in appropriate languages to be available.
5) Plan provides for all information to be disseminated and to be translated into all major language groups in the community.

When a child whose first language is not English is referred to special education, identification of the primary language is critical for ensuring non-discriminatory assessment. Testing a child in a language that he/she does not understand and testing a child without taking into account cultural differences that may affect his/her learning style are potentially discriminatory practices. Regulation 213.0 of Chapter 766 states how school systems shall develop their protocol:

> Each school committee shall insure that wherever testing of a child is required or permitted by these regulations, the results of standardized or local tests of ability, aptitude, affect, achievement, or aspiration or of projective person-

ity tests shall not be used exclusively or principally as the basis for any findings or conclusion. Such tests shall be as free as possible from cultural and linguistic bias and separately evaluated with reference to the linguistic and cultural groups to which the child belongs. Such tests shall be administered and interpreted only by persons specifically qualified to administer and interpret them.

Similar requirements are articulated at the federal level in P.L. 94-142, The Education for All Handicapped Children Act, "Memorandum for Chief State School Officers and Local School District Superintendents" (Department of Health, Education and Welfare, August 1975) and "The May 25th Memorandum" (Office of Civil Rights, 1970)[5]. The non-discriminatory testing criterion clearly demands that a school district have a policy for identifying and serving cultural and linguistic minority children. The monitoring Standards read as follows:

Area: TEAM EVALUATION

Criterion No. 15	Assessments The school committee provides a multidisciplinary team evaluation for each referred child consisting of the required assessments and in a manner which is as free as possible from cultural and linguistic bias.
Authority:	Chapter 766: 319.0-319.5, 317.3, 203.0, 213.0; Chapter 622: 2.04 and 4.03; Chapter 71A: 35; and the Lau Remedies

Standards:	Acceptable Documentation:
1) Language dominance and proficiency testing is completed prior to any other testing for all referred children who are limited English proficien:.	-Copy of school district policy and procedures for testing language dominance and proficiency
3) Tests and other evaluation materials: a) are not used principally or exclusively as the basis for any finding or conclusion about a child b) are as free as possible from cultural and linguistic bias c) are administered by persons specifically trained and qualified to do so	-Description of school districts' procedures and instruments for ensuring non-biased assessment of children referred for evaluation including how tests are evaluated for bias and list of assessors used with certifications, specialized training and/or approvals
4) Tests are administered in child's dominant language or other mode of communication. If an assessor fluent in child's dominant language is not obtainable, efforts to locate one are documented and an interpreter oriented to the procedures and objectives of the evaluation is utilized.	-Copy of district's policy and procedures for conducting home and medical assessments for children whose parents' primary language is other than English
5) Persons conducting medical and home assessments are fluent in parents' primary language or, if not avail-	-Copy of district's instructions to assessors

able, efforts to locate fluent persons are documented and an interpreter is provided.

Native language communication lies at the heart of the apparent denial of equal educational opportunity to linguistic minority children. The Supreme Court in Lau v. Nichols[6] (1974) ruled that language was a civil right. They said that the instruction of non-English speaking children in a language they did not understand undeniably constituted a violation of equal educational opportunity. While the court did not mandate bilingual education for non-English or Limited English Proficient students, it did stipulate that special language programs were necessary if schools were to provide equal educational opportunity. Thus, the Lau decision gave considerable impetus to the development of bilingual education programs. The Lau decision reinforced what bilingual educators had been saying all along, namely that you teach to a child's strength, not his/her weakness. In Massachusetts, the authorities which assure instruction in the native language are the Transitional Bilingual Education Act, Chapter 71A, and Chapter 622 of the Acts of 1971[7]. The Special Education Monitoring Standards relies on both these authorities to meet the requirement of programming for cultural and linguistic minority students in the least restrictive environment.

Eliminating inappropriate reasons for referral to special education is a critical part of pre-referral modification. In the case of the linguistic minority child, if the child's referral is based on difficulty in performing classwork, the school district must determine if the difficulty is due to second language acquisition. Inability to speak English and to function in a monolingual English classroom entitle a child to a full time bilingual program--if there are 20 or more Limited English Proficient students in the school district--and to native language support if there are less than 20 Limited English Proficient students. The Monitoring Standards therefore cross-reference these to ensure that such support has been provided prior to referral to special education.

Area: CHILD IDENTIFICATION

Criterion No. 9 — Pre-referral Modification: Prior to referral for an evaluation, all efforts are made to meet child's needs within the context of the regular education program as well as to modify the regular education program to meet such needs.

Authority: Chapter 766: 314.0: Chapter 71A, Section 8 and regulation 35; and Chapter 622: 3.04

Standards:	Acceptable Documentation:
2) Such efforts include the use of all appropriate regular education services such as: Title I, guidance services, Transitional Bilingual Programs, alternative program/school, tutoring	-List of all regular education services available
4) Regular education staff are provided with support and training in the following areas: --Curriculum and material modifications	-Description of how regular education staff are provided with this support and training with the topics covered

--Behavior management techniques --Cultural awareness	during past three years
6) Cultural and linguistic factors are considered when attempting to modify student's regular education program.	Description of how cultural and linguistic factors are made an integral part of pre-referral modification attempts

The Monitoring Standards draw upon all these authorities when it monitors the Individualized Educational Plan for Limited English Proficient student. The IEP shall include: student's dominant language, language of the home, language of instruction if other than English, personnel selected to deliver services are fluent in child's dominant language and any specialized materials and equipment are appropriate for the dominant language of the child.

Not identifying the primary language of the home; not offering instruction or guidance counseling in the native language or appropriate cultural and linguistic role models; not testing a child in his/her primary language; not communicating with the parents in the primary language of the home; and not offering a multicultural curriculum are major civil rights problems which may contribute to disproportionate enrollment of cultural and linguistic minority children in special education.

There is no single, easy solution for remedying these issues. The examination of patterns of possible discrimination in special education programs in public schools is addressed in the Department's Procedures for Monitoring Prima Facie Denial of Equal Educational Opportunity in Special Education, Chapter 71B, section 6. Once a community has been cited for Prima Facie Denial of Equal Educational Opportunity it must write an Action Plan. One of the problems faced in such an educational change effort is the development of an appropriate motivation for change on the part of the participants. Clearly, much of the impetus for monitoring of equal educational opportunity came from local community pressure generated by Massachusetts Advocacy's report, Double Jeopardy. At the same time, the conviction of individuals within the Department of Education that they must advocate change contributed to the development of the Monitoring Procedures. Finally and perhaps most powerfully, judicial pressure--wanting to avoid going to public hearing, has strongly influenced both the Department and school system educators to move towards the re-examination of educational practices in regular and special education. Developing the Action Plan compels the district to identify and take ownership of the problem. It acknowledges the disproportionate enrollment and the need to gather information that highlights the current state of the system and the barriers and rsources relevant to work on the problem.

In the initial phases of the monitoring effort, during school year 78-79, some school systems developed fairly comprehensive plans to remedy the apparent denial of equal educational opportunity; others merely had pieces of plans in place. It became clear to the Department of Education staff that there needed to be substantial sharing of plans and plan elements among the cited communities. In the Spring of 1981, a conference was held at Sturbridge where representatives from cited communities shared their most innovative components with regards to ways of dealing with (a) record reviews, (b) language identification, (c) pre-referral modification, (d) communication between regular and special education, (e) community involvement and (f) in-service training. Through this conference, many participants discovered new ideas

they could use in their own school systems.

For the past two and a half years, the Department has been researching, writing and field testing the Procedures for monitoring Prima Facie Denial. The Procedures integrate the components most frequently identified in plans as essential for impacting on the disproportionality problem. The Procedures provide school personnel with a direction and the nine required elements assist them in writing the Plan. The elements identified as critical by both district and Department staffs are:

Element I: The district shall conduct during the first year of their Action Plan, a placement review of each minority student in special education prototypes in which over-representation was found. This placement review will consist of an in-depth record review which will be the basis for determining which students, if any, have a full review or re-evaluation under 333.0 and 334.0 of the regulations to further determine appropriate placement. Prior to the start of this process, the district shall notify parents of the reason for this placement review and their right to participate if it is determined that a review or re-evaluation should be done.

The school districts' response to shift numbers or to attribute the placement rates to poverty, cultural differences, and language needs cannot be accepted by the Department without it assuring itself that procedural safeguards and due process are addressed in the identification, evaluation and placement process for the Black and Hispanic children who may have special needs.

Element II: The district shall describe the procedures used to identify the primary languages of all students, including an assessment of language dominance and proficiency as well as achievement levels and for insuring non-biased assessments of minority children referred for evaluation.

School districts must identify language skill needs of bilingual students. This is essential for the district's subsequent decision on program offerings, assessment protocol, community outreach and affirmative action.

Elements III and VI: A statement of the manner in which interested community groups will be involved both in the development of the action plan and on an ongoing basis. A plan for increased efforts at public outreach to ensure that minority parents are aware of their rights under Chapter 766 and understand the procedures for referral, evaluation, placement and appeal.

The major purpose of these elements is to enable the school system personnel to see and use community members and parents as collaborators and potential helpers instead of perennial adversaries.

Element IV: A plan to provide training to appropriate staff which includes the required areas and process: (1) Cultural Awareness, (2) Non-discriminatory Assessment, and (3) Pre-referral modification procedures

This element addresses the necessity of reform in human values, attitudes and resources. Many school system personnel demonstrate their lack of preparedness for teaching a multicultural bilingual student population by lowering their academic and social expectations of the students. The immediate goal of in-service on cultural awareness is to provide teachers with the awareness of the poten-

tially discriminatory effects of their views and alternative teaching methods, so they can control their expression, although they may not change their views. However, for a truly effective teaching program a deep-seated attitudinal change is required. It is critical to provide teachers who have a limited repertoire of alternative teaching methods with support in a change situation. For the teachers who are self-learners, it is essential to give them access to an idea and resource person as they begin to act on newly acquired knowledge.

Element V: A description of the procedures through which bilingual education and special education staff collaborate in the referral, evaluation, and placement of limited English proficiency students.

In order to reduce inappropriate referrals to special education and to appropriately identify, evaluate and place a Limited English Proficient child with special needs, bilingual regular and special educators must develop cooperative working relationships. The plan must include strategies which highlight these relations and supports new structures and styles of organizational management where necessary.

Element VII: A plan to review the referral and placement patterns of special needs students by race, language category, prototype, school building, and system-wide.

The gathering of data represents one way of preparing for the ongoing problem-solving process. The data is necessary to back up intuitive judgments. Its availability helps motivate teachers to make changes. Similarly, it allows principals to understand their school's problems and provides them with support in negotiating for staff, programs and other resources.

Element VIII: A statement of procedures currently used, or to be undertaken to provide appropriate staffing for serving the needs of minority children in special education.

When a school district begins to deal with the issues of responsiveness to its students and parents, it will invariably come face to face with the small numbers of racial and bilingual minority members on its staff. To provide students with a multicultural, well-rounded educational experience, the cultural and linguistic composition of the staff needs to reflect that of the community and the student body.

Element IX: The identification of an individual to monitor the implementation of the proposed plan.

Because the activities needed to implement the plan extend throughout the entire school system, it is appropriate to designate someone with responsibility for mobilizing the various interschools and intrasystem alignments.

The incorporation of these elements into an Action Plan will not work unless the school system reorganizes the human resources necessary to support the people involved in the educational change process.

The civil rights monitoring cycle defined in the Procedures has the following calendar of activities:

October 1 - October 15	--data submitted by Local Education Agency to Department's Central Office
January	--Central Office analyzes data
February	--Department selects communities to be cited based on the statistical data
	--Commissioner meets with the Superintendents of those communities
February-March	--Regional Center offers technical assistance to community in the development of an Action Plan
March 31st	--Action Plans are due
April	--Action Plans are either approved or rejected, communities are notified
December	--Monitoring visit
May	--Monitoring visit
June	--report by Regional Center on implementation of Action Plans

The process or selection of school districts is handled by the Department's Central Office which receives the October 1 School System Summary Report. There is an initial screening requiring that there be 100 or more Black or Hispanic students in regular education. The analysis consists of a comparison of enrollment rates for white and minority students within the school district. The Department computes the rate of enrollment of white students into special education and rate(s) of enrollment of minority students into special education and then compares the minority enrollment rate(s) to the white enrollment rate. Using a test of statistical significance, it is determined whether any difference in the rates can be attributed to chance or to other factors influencing the enrollment rates. The Department then conducts a similar analysis comparing the white and minority rates of students in each special education prototype. The statistical approach was developed by the Department in the aftermath of Double Jeopardy, and, in 1979, based upon its application to 1978 enrollment data, the Department identified nine school districts as having Prima Facie Denial of equal educational opportunity: Boston, Brockton, Chelsea, Holyoke, Lowell, Lynn, Springfield, Woburn and Worcester.[8]

Below is an actual application of the state's statistical method. Let us look at the enrollment figures of school system X:

Total White Enrollment	5,234
White Special Education Enrollment	862
White Special Education Enrollment Rate	18.1%
Total Hispanic Enrollment	2,687
Hispanic Special Education Enrollment	235
Hispanic Special Education Enrollment Rate	9%

The Department allows a 20% band of the white rate of enrollment within which the Black and Hispanic rate can fall and not be considered disproportionate. In our sample case, add and subtract 3.62 (20% of 18.1%) to the white 18.1 rate and get the band within which the Hispanic rate can fall; it is 14.5-21.7. In this case, the school system would be cited for under-representation of Hispanic students in the total special education population because its rate, 9%, falls well below 14.5%.

To some extent the use of a quantitative approach as the trigger mechanism for determining which school districts to cite for Prima Facie Denial

has affected the manner in which a number of school districts address the problem. They attempt to treat it as a numbers game. They believe that a shifting of Black and Hispanic students from the affected prototype to a less restrictive or more restrictive prototype will remove them from the list. While the disproportionate enrollment of Black and Hispanic students in special education is not proof that discrimination exists, it does constitute apparent evidence of discrimination. The current monitoring of Action Plans for Prima Facie Denial shows that because of neither concurrence nor implementation with the various federal, state, regular and special education regulations discussed, may cited school districts cannot demonstrate: one) that due process has been followed and two) that school system personnel bias has not unduly influenced the assessment and placement decisions of cultural and linguistic minority students.

In the Greater Boston Region, Boston is the only community which has stayed in the cycle since it was first cited. The monitoring of Boston's plan is the prototype for the nine elements required by the Department's Monitoring Procedures. Boston has a voluntary LAU plan and bilingual programs in Chinese, French, Cape Verdean, Greek, Italian, Portuguese, Spanish, Vietnamese, Southeast Asian, and Haitian and provides special education services in Spanish, Greek, Haitian, Chinese, Italian, and Cape Verdean. Its minority special education staff includes four bilingual psychologists, five bilingual speech therapists, forty-three bilingual resource room teachers, twenty bilingual substantially separate classroom teachers and eight black psychologists. There are a number of parent groups ranging from the Home and School Association to the court-ordered Racial Ethnic Parent Councils which exist at every school. There is a project, Parent Information Assistance/Resource Project, specially designed to conduct outreach to parents of children with special needs. The communications network includes a newspaper, Parents United, which is mailed to every school child's household; Extensions, a newsletter issued by the Department of Special Services; and translations of Special Education documents into eight languages. Countless program alternatives exist within regular education at all levels even with the cutbacks effected this year. It has adopted and invested tremendous resources into its voluntary After School Inservice Training program which provides opportunities for creative teachers/administrators to share their work and includes a wide range of course offerings. There is on-going communication between the Bilingual Director, the LAU Coordinator and the Bilingual Special Education Advisor. Within the Bilingual Department exists a tremendous resource of curriculum materials developed in the major language groups at elementary, middle and high school levels. And there is a special staff which administers the Over/Under Project Action Plan activities under the supervision of the Special Education Director.

The team which developed the Action Plan wanted it to yield information regarding the relationship of procedures and programs to placement rates of Spanish and Black children in special education. The plan would establish a comprehensive data base system to determine if there was a correlation between the plan's activities and referral rates to special education and/or movement to a less restrictive prototype. Because it was felt that the criteria for referral and for services in and to special education varied from school to school and that they also differed between the school TEAM and the Central Review Team, the plan included an extensive record review process of Black and Hispanic students in 502.4 Learning and Adaptive Behavior and Social and Academic Remediation classes and the 502.3 prototype. Findings from these record reviews constitued part of the research base needed by the committee which developed system-wide standardized entrance and exit criteria for prototype 502.4. Once developed, these criteria would be piloted and the data

collected would be reviewed to compute a valid item analysis and establish reliability scores. They would be expanded to apply to prototypes 502.1, 502.2 and 502.3. The system's internal analysis of its special education data supported the belief that generally the bulk of Black and Hispanic referrals to special education were for reading and behavior related problems. The plan addressed this issue in a number of ways: it conducted system-wide inservice on Prima Facie Denial and on pre-referral strategies; it utilized a variety of soft-funded programmatic alternatives to reduce referral to special education for reading deficiencies and behavior problems; it uses the Generic Teacher model to help schools in reducing referrals; maintaining children in the least restrictive prototype and providing 502.1 services; it would provide data to school and system personnel on the effectiveness of these measures. The plan established a two-fold strategy to reach Hispanic parents: one, the translation and dissemination of meterials regarding Chapter 766 and two, the expansion of Spanish bilingual programs and staff.

Although these promising practices are in place there have been implementation problems. The major reason for its problem in implementing the plan is the lack of a change process in Boston's management structure. The authors of the plan did not take into account that the planning, management and interaction skills required to develop a plan are different from managerial and organizational structures needed to get a plan to work. Thus establishment of consistent procedures in various phases of school managment has been encumbered by a reliance on voluntary participation in key areas: inservice, pre-referral modification strategies, alternative disciplinary programs, and teacher consultation time. Similarly, the opportunity for teachers to broaden their teaching repertoire through consulting with the Generic Teacher has been limited in the Generic Teacher schools because of scheduling and the Generic Teacher's direct teaching and testing responsibilities. Another paradox is when individual schools are cited for having disproportionate enrollment, the presumption is that the principal and his/her staff have the major role in changing this. The process of influencing this situation is not excusively in the school's hands as long as hiring of staff, assignment of staff and programs such as bilingual, special education, Title I, and supervision of special education specialists are fragmented responsibilities. Thus, the result may be that the principal resorts to the artificial solution of controlling referrals and reducing special education services to get the school off the list, since he/she has little control of quality factors that impinge on the problem. Yet another frustration for the project has been its inability to produce reliable quantitative data to back up the effectiveness or failure of the plan's objectives and activities. Furthermore, its attempt to develop system-wide entrance and exit criteria has had to be modified a number of times because of other competing system priorities such as the computerization of the Individualized Educational Plan. The success of Boston's comprehensive plan will depend upon a coherent set of values throughout the system regarding the importance of serving cultural and linguistic minority students in the least restrictive environment, clear organizational lines of communication, authority and responsibility, and compliance with regulations.

The monitoring of Prima Facie Denial of Equal Educational Opportunity in Special Education has confirmed that many school systems do not comply with statutory and judicial regulations. It is fair to say that compliance is a starting point towards providing children with a free and appropriate public education. The challenge remains to implement the strategies which will bring about greater educational quality and equality.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Legal Mandates - Ramifications for Monitoring Appropriate Placement of Minorities in Special Education

Time of Workshop 9:45-10:45

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 X 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 X 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 6 X 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 6 X 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 X 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 X 8
lowest highest

Additional comments and recommendations: Participants felt more time should have been allowed for this session. Emphasis was on bilingual students; however, some participants felt the focus should have included placement of black and English-proficient Hispanic students.

Name _____

Name of Organization _____ (optional)

No Summary

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Presenter: Edward Friedlander

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Non-Discriminatory Kindergarten Screening

Time of Workshop 9:45-10:45

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 X 5 6 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 X 7 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 X 5 6 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 X 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 X 5 6 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 X 5 6 7 8
lowest highest

Additional comments and recommendations: Participants would have liked more information regarding bilingual issues.

Name _____

Name of Organization _____ (optional)

Schools Without Failure - The Application of Reality Therapy Concepts in Building Success for the Special Needs Students in Regular Classroom

Presenters:

Cluster Support Teachers, Schools Without Failure Project

David P. Moran
David L. Hardy
Yvonne Johnson
Sue Herley

DEFINITION

Basically, a School Without Failure is a school where the alternatives for success for students, teachers, administrators and parent never run out.

RATIONALE

We think this concept of school is important because of the phenomenon reported by Dr. William Glasser in his book, The Identity Society. This phenomenon briefly summarized states that all people in our society today, but especially our students, are primarily motivated by their concern to get reinforcement for themselves as persons, to get reinforcement of their "identity".

IDENTITY CONCEPT

What forms can this "identity" take? Glasser sees most people as falling into one of two basic "identity" patterns. The following diagram explains these patterns:

FAILURE PERSON	IDENTITY	SUCCESS PERSON
Aggressive or Withdrawn		Loving and Worthwhile
Lonely		Involved
Meaningless		Relevant
Irrational		Thoughtful
Socially Irresponsible		Socially Responsible

PRIMARY CONCEPTS FOR DEVELOPING SUCCESS IDENTITIES

Glasser says that the three primary ingredients for a success oriented school are involvement, relevance and social responsibility. The following flow chart suggests some examples of this:

Involvement	Class Meetings and other involvement activities	Help you get involved with your students and they with you, and the students with each other.
Relevance	Success strategies	Educational methods that show you care, are meaningful and make students think.

Social Responsibility	Reality Therapy	Helping students plan responsible behavior.

CHANGE

Before we can make our school a "School Without Failure" and help our students become successful (change) we have to internalize these concepts ourselves. This course is designed to help do this. So during this course please look for the following things, analyzing them for potential use in your own classroom.

Involvement	Involvement activities designed to help you get to know and work with one another better, to reinforce you as a "successful person".
Relevance	Content that is poignant and personalized to the problems and possibilities you face in working with your students.
Thinking	Thoughtful solving techniques are brought to bear on the difficulties we identify during the workshop.
Responsibility	Plans will be made to help you and others in your school develop more responsible behavior.

APPLICATION OF THE REALITY THERAPY APPROACH

Individual Conferences

Decide on a common situation related to work. The situation can be a problem such as incomplete work or a challenge such as helping a staff member plan a better way to achieve a task. Be sure the situation is specific, such as "tardiness to work" or "careless completion of a specific task".

Reality Therapy steps with sample questions:

1. Friendly, caring attitude.

2. Present and future goals.

   Discuss: What have I already accomplished?
   What do I want to accomplish?

   Other possible questions:

   What do I hope to accomplish?
   What am I expecially good at? How could I do more in this area?
   What do I need to work on?

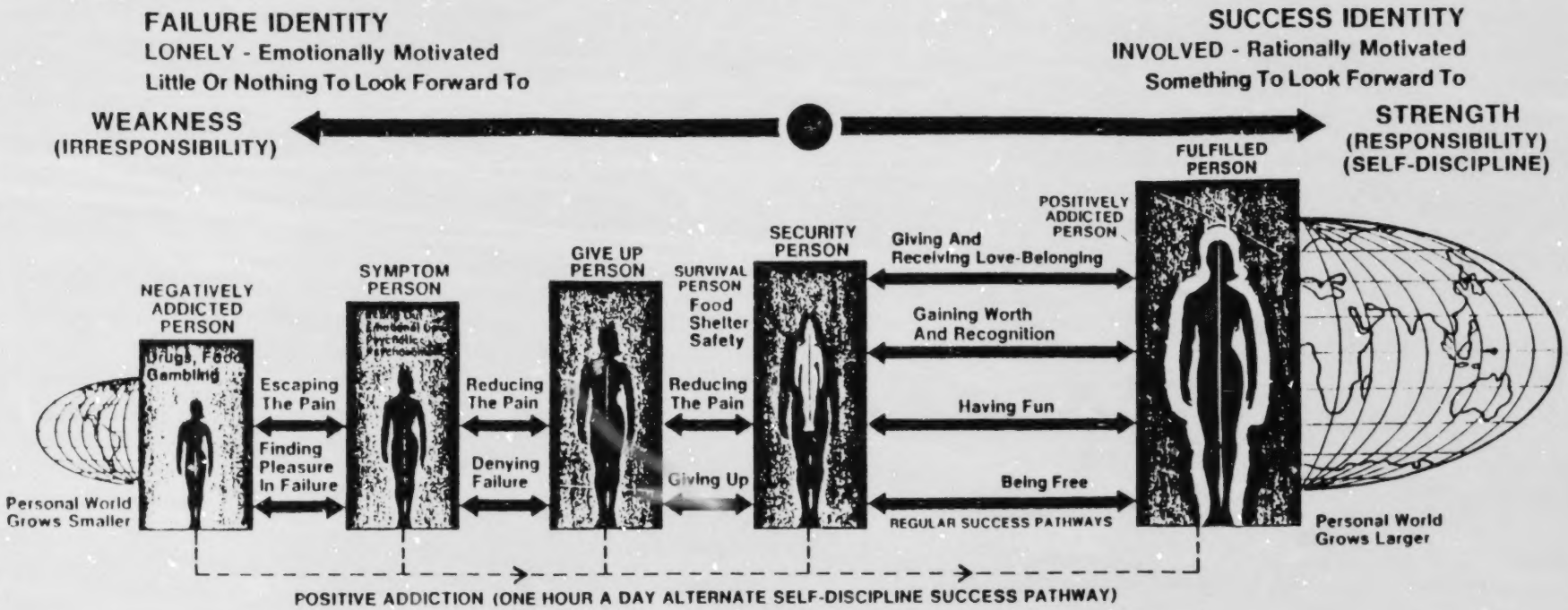
3. Value judgment.

   Is this important to me to do?
   Am I willing to put time and effort into working on this?
   Is this something I can actually do?

4. Plan.

   Examine several alternative ways that I could use to work toward goals. Select from alternatives or combine elements from various plans.

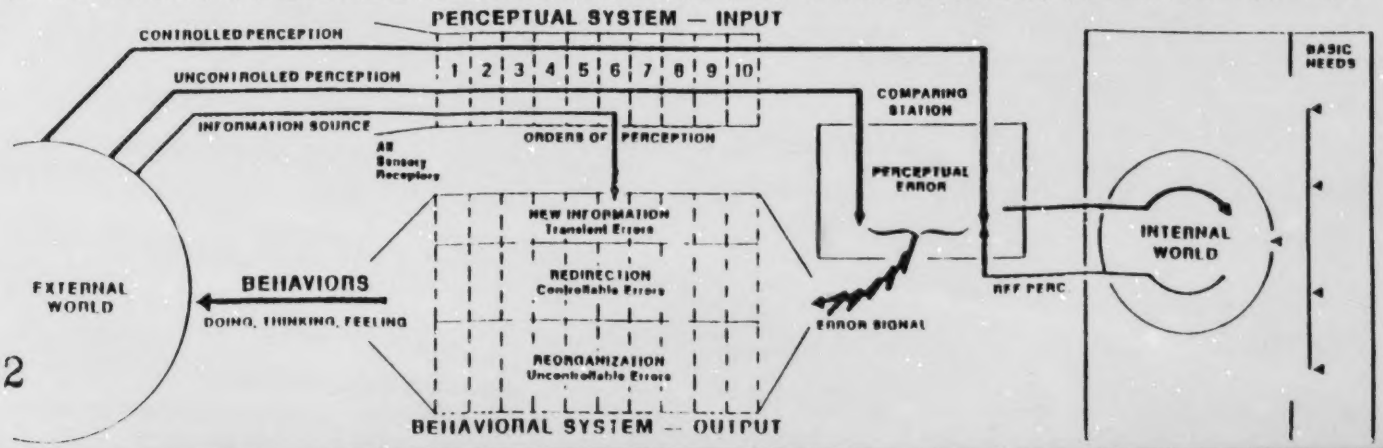
THE BASIC CONCEPTS OF REALITY THERAPY



POSITIVE ADDICTION (ONE HOUR A DAY ALTERNATE SELF-DISCIPLINE SUCCESS PATHWAY)

BEHAVIOR: THE CONTROL OF PERCEPTION PSYCHOLOGY (BCP)

WE ARE INTERNALLY MOTIVATED. OUR BEHAVIOR IS PURPOSEFUL AND IT IS FLEXIBLE BECAUSE WE CONTROL FOR INPUT



Consider:

a. Time element.

How long should the whole project take?
How much time daily do I have to spend?
Where do I want to be at the end of the week? Today?
What will take a longer time?

b. Specific steps.

What will I do first? Next, etc.?
What supplies will I need?
What resources can I make use of?
Do I need anyone else's help?
How will I accomplish each step?
What am I responsible for at the end of the plan?
Application of a specific skill? Report?
Do I need to record progress?
When will I meet with my planner regarding progress? Evaluation?

5. Commitment.

Will I actually carry out plan?
When will I start?
When will I re-look at plan and make any necessary adjustments?

6. Recycling.

In this step, the factors to be considered are:

a. How effective was the plan? In other words, did it work?

b. If successful, what is the agreed upon manner for continuing the commitment?

c. If the plan or strategy has been unsuccessful, no excuses are accepted. Instead all energies are focused on renegotiating a new or revised plan. At this point it may be helpful to discuss and arrive at a reasoned consequence in the event that the second plan is not successful. The key factor is to never give up renegotiating plans.

Reality Therapy Planning Model:

1. Identify a concern or select a goal to work with during the coming year. You may wish to work with a particular student or a group of students, parents, etc. _____

2. Value Judgment - How much time and energy am I willing to spend working on this? _____

3. Plan:

a. Ways I could increase involvement or build a friendly relationship: (Refer to strength pathways, expectations, etc.) _____

_____

b. How will I encourage student(s) or parents to make value judgments?

_____

c. Plan itself: Brainstorm a variety of possible approaches. _____

_____

Select one possibility to work on.

Helps to Plan	Hindrances to Plan
_____	_____
_____	_____
People to talk with	**Resources/Materials**
_____	_____
_____	_____
Time Elements	**Evaluation**
When _____	_____
How Often _____	_____
Sequence of Steps _____	_____
or Time Line _____	_____

4. Commitment:

When will I actually begin? _____

When will I re-look at how the plan is working and make necessary adjustments?

_____

THINGS TO LOOK FOR - A CLASSMEETING EVALUATION

Physical Setting

- Could each student easily make eye contact with each other student: Yes___ No___ If No, what could be done to make the situation better?

  _____

- Were the students seated too close together or too far apart? Too close____ Too far____ What could be done to remedy this situation?

  _____

- What other things should you consider when choosing a setting for a classmeeting?_____

Mechanics

- Rules for a classmeeting are important. For this meeting were there too may rules, not enough or enough? Too many_____ Not enough_____ Enough_____ How could the rules be improved?_____

  _____

- Was the topic adequately defined? Yes____ No____ If no, what would you have done differently? _____

  _____

- Was the topic adequately personalized? Yes_____No_____If no, what would you have done differently?_____

  _____

- Was the topic adequately challenged? Yes_____No_____If no, what would you have done differently?_____

  _____

- What percentage of the students shared ideas? _____% Would you have liked it to be a higher or lower percentage? Higher___ Lower___

  Why?_____

- What percentage of the students were "good" listeners? ___% Would you have liked it to be a higher or lower percentage? Higher ___. Lower ___. Why? _____

Teacher/Leader Behavior

- What techniques did the leader use to encourage students to be involved in the meeting? Check those that are appropriate.

___ smiled.
___ listened attentively.
___ called students by first name.
___ reflected answers back to students.
___ laughed at humorous statements.
___ developed related side topics mentioned by students.
___ encouraged shyer students to share.
___ was non-judgmental.
___ showed concern for feelings.
___ reminded students of rules when necessary.
___ pushed students for clarification.
___ made eye contact repeatedly.
___ seemed to enjoy her/himself.

Topic

- Was the topic appropriate or inappropriate? Appropriate___. Inappropriate ___. What could have been done to improve the topic? _____
_____
- Did this topic suggest other possible topics? Yes___. No___. What were they? _____
- Could this topic be used with other age groups? Yes___. No___. Which ones? _____
- What modifications need to be made so the topic could be used with other age groups? _____

PURPOSES OF CLASS DISCUSSIONS

The Purposes of class discussions are:

To provide an opportunity for success experiences for each student through participation by talking and/or listening.

To promote a positive self-concept for each student: "What I have to say is accepted and worthwhile."

To build involvement - a trusting, caring relationship between teacher and students, and among students.

To provide opportunities for insightful, creative, critical and divergent thinking.

To furnish a channel for relevancy through discussion of subjects interesting and exciting to students.

To build communication skills: listening, verbal fluency within the group, and language development.

To learn the process of respectful interaction.

To increase class cohesiveness and unity.

To encourage responsibility within the group.

To create and maintain an open, trusting atmosphere for learning.

LEADING A DISCUSSION

PART 1. THE PLAN

Developing a detailed strategy is usually a good idea and the following things should be taken into consideration when you develop your plan:

1. Choosing the student group with which you will work.

   A review of the purposes listed above will aid you in choosing a class, or if you are an administrator or counselor in choosing individuals for your group. Try not to be a glutton for punishment. By this we mean don't choose a group that offers little or no chance for success. Try to choose a group with which you feel you already have some involvement; a group which has enough positive image going for it that conversation will not only be a possibility but a reality. Later, after your confidence and skills have increased, you may wish to expand your schedule to other classes and/or groups.

2. Developing discussion skills.

   Evaluate the discussion skills of the group you have chosen. Try to determine if the students generally:

   1. Know each other by first name.
   2. Are capable of speaking to the total group.
   3. Are good at listening when others are speaking.
   4. Seem to feel that communication serves a purpose in the learning process.
   5. Trust each other and you enough to risk offering opinions that may be "far out".
   6. Willing to challenge others to defend opinions, clarify ideas and/or expand on them.

After you have made these determinations, review the "Warm Ups and Other Communication Exercises" section of this booklet. Choose a series of these activities to use with your group that will develop skills in weak areas. The exercises are listed by level from low to high, along with some form of time required; that is, either by amount of time per participant or amount of time for the total exercise. Although we suggest having one class discussion per week, you should consider doing several of the shorter exercises during a week's time. This way you will be able to start your regular weekly discussions sooner. Reinforcing the skills you will be developing with these exercises is a good idea, so plan to use a short warm up before each meeting. After a while students may consider developing warm ups of their own. The evaluation of your discussions may show a need to reinforce some skills. Again it is a good idea to plan warm ups or other exercises to strengthen skills when needed.

3. Choosing a topic for your first discussion.

The basic prerequisites for a topic are:

Relevancy to the Group
and
Thoughtfulness

Usually if the topic fills these two prerequisites it will work well for a discussion. Perhaps the greatest problem is to determine relevancy. The easiest way to do this is to know the group with which you are working. Often they will provide you with topic possibilities during informal discussions, or you may request that students formally submit a list and then choose from the list.

A word of caution here - don't forget about thoughtfulness! Topics like drugs and sex usually fill the relevancy test, but are really not very thought provoking. The reason for this is that drugs and sex are often used topics (not only in classrooms, but also in newspapers, on TV, etc.) and thus have been asked and answered. They require little or no thought on the part of the students. Thus topics like "mud", "old age" and "intelligence" much more readily fulfill the requirements for both relevancy and thoughtfulness. Subsequent topics should be chosen with these two prerequisites in mind. For more ideas on topics please see the "Topic Listing" section of this booklet.

4. The Art of Developing Questions.

Questions - stimulating, thought provoking, challenging questions - are the makers and breakers of class discussions. And, like weaving, painting and sculpting, questioning is an art, an art that requires patience and practice to develop. We strongly encourage you to develop your own style and technique, but as a beginning vehicle we suggest the following taxonomy:

Level I - Defining the topic

Ask for the student's definition, "What is...?" Guide and limit discussion as is necessary to maintain focus on the definition of a topic or problem. Seek to expand definition by searching out meanings in related areas to the topic. These questions are usually in reference to the present.

Level II - Personalizing the topic.

Relate the topic to the student's world. Ask questions using the words, you, your, your family, etc. These questions are usually in reference to the past.

Level III - Challenging.

- Probe for diverse ideas by setting up an unusual situation, or one with many alternatives.
- Ask questions which search for: What? What if? Could we? Should we?
- Request clarificaiton.
- Look for relationships.

- Encourage examination of assumptions.
- Help toward transfer of generalizations and underlying principles.
- Guide discussion to encourage extension, application and evaluation of ideas.
- Push questions to depth rather than skimming across the surface.
- Play the role of "devil's advocate" on occasion.
- Defer judgment, and encourage explanation of conventional or "way out" answers.
- Search for unusual ways of doing or looking at something.
- Encourage students to question opinions, and to build on another student's idea.

These questions are usually in reference to the future.

Since this section deals with "The Plan" we suggest that prior to your first discussion you examine the "Developing Questions" section which shows a topic and a listing of successful questions at each level. There are also a series of blank pages provided for you to fill in your own "discussion plans." However, while you are doing this please keep in mind that any discussion plan you make <u>can</u> and <u>should</u> be altered if the group members take the discussion in a different direction. This tool is only an aid to help build assurance and alternatives for the leader. After 15 or 20 discussions you will become more confident and most likely will abandon this technique.

5. <u>Evaluation</u>.

   The final phase of any plan is to decide on a process of evaluation to determine if goals were met, to analyze process, and/or to determine what should be done to prepare for the next discussion.

   In the "Evaluation" section of this book we have suggested a series of questions that could be used. Especially in the beginning an attempt should be made to use some of these questions for each discussion. Later on you will probably develop a sense for how things went and your evaluation will become less formal, less structured.

   An equally valuable evaluation is to have students respond to check lists, questions, etc. about any given discussion. Or, you may wish to have a non-participating observer talk with you after observing a discussion. The evaluation can be done by asking the observer questions that are pertinent to your goals.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Schools Without Failure - The Application of Reality Therapy Concepts in Building Success for the Special Needs Students in Regular Classroom

Time of Workshop 9:45-Noon

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 X 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 X 7 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 X 6 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 X 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 6 X 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 X 8
lowest highest

Additional comments and recommendations: Participants felt a wealth of information was presented.

Name _____

Name of Organization _____ (optional)

Non-Discriminatory Assessment - Bilingual and Minority Students and Consultant Training Model for Regular and Special Educators

Presenters:

Dr. Ken Sennett, Department Head/Special Education,
Brockton Public Schools (1)

Janet Morrison, Director Project Mainstream,
Brockton Public Schools (2)

NOTE: While this was a joint presentation, each presenter submitted separate summaries.

I. Rationale:

P.L. 94-142 requires assessment and services to be provided to multicultural, multilingual children in their primary language. Not only has this concept been reiterated by the Courts, but the concept that bilingual children, no matter what their English proficiency, must have access to all special services of the school has also been underlined by recent Court decisions. Educators are presently under pressure to provide "free and appropriate" public education for bilingual children who have special needs. However, the determination that special needs exist must be based upon the examination of the results of more than one test, and that test must be in the student's primary language.

The Brockton (MA) Public Schools presently have two linguistic minority groups presently presenting problems for special educators: the Hispanic population, mainly from Puerto Rico and Cape Verdean. Referrals on behalf of these children have led special educators in Brockton to develop a battery of assessment tools which will be used beginning in September 1981 and which will become part of a standardization process supported by the Bilingual Special Education Department of the Massachusetts State Department of Education. We believe that this procedure is valid enough to be shared with other educators who may be experiencing the same problems.

The presentation included a description and demonstration of the Brockton battery which contains:

1. A test of learning aptitude, rate and style - created in Spanish and Portuguese, administered either to an individual or a group, and designed to determine the rate at which a student learns vocabulary and the most efficient way for the student to "receive, retain, process and express" information.

2. A test of reading abilities in Spanish and Portuguese - (our Cape Verdean population speaks a Portuguese dialect called "Criollu" which is not a written language). This test has been designed to test those abilities usually considered important for beginning reading and into the second grade. Twenty-two subtests have been written and will be correlated at the end of two years with a reading achievement test so that the subtests having the greatest predictor value can be combined into a predictive screening inventory for high risk children. Meanwhile, the test serves as a criterion referenced measure of what a child can and cannot do and will become the basis for a part of his IEP.

3. Adaptive behavior scales _ Created by Hispanic and Cape Verdean adjustment counselors, these measures will be a part of the home assessment and will evaluate the degree to which a child's adaptive and social behavior in the home and in his neighborhood meet cultural expectations.

A standardization process began in September with several other cities. Preliminary data has been available since February. In addition, we have begun work on a language acquisition scale for use by these populations which will also be normed. (There are presently no available tests for the Cape Verdean population and most Spanish tests are written for Mexican-Americans or Cuban-Americans. Consequently, our test will use the appropriate vocabulary, concepts and cultural norms, and standardization will occur on relevant populations).

Brockton feels that the designing of assessment instruments is an important step which allows special educators to make more meaningful placement decisions.

II. Mainstreaming: Then What?
(Improving the Skills of Regular and Special Educators)

IEPs are being cranked out as fast as typists and computers can produce them. Special needs students are being placed in the mainstream daily. What happens after the IEPs are signed and the children are in their seats? What are the implications of Double Jeopardy when the children are minority and/or bilingual? Do the regular educators have the necessary skills to deal with these children? Do the special educators have the necessary consulting skills to assist the regular class teachers in implementing the requirements of the educational plan?

Placing youngsters in the mainstream setting does not imply that effective education is taking place. It is a matter of quantity versus quality. Is it more important to have a child placed in a class that does not meet his/her instructional, as well as social-emotional needs for a great deal of the day, or placed for a shorter period of time with strong teacher support and quality instruction. Research indicates that teachers feel they do not have the necessary skills to deal with special needs students and have not received sufficient support to provide for a successful "mainstream" experience for these students. Furthermore, the issue is compounded when non-minority/monolingual teachers are required to address the needs of ex-

ceptional children whose culture they know very little about. The latest HCEEP Minority Leadership Consortium (June 1980) urged that the minority leaders become involved in structuring inservice for teachers who find themselves without sufficient knowledge about ethnicity to provide total programming for that child's unique needs.

Kaufman in a study cited three conditions that should be present in order to effectively integrate students into the mainstream: 1) the educational needs of the special needs child must be comparable to those of the regular class student; 2) the regular class teacher must be willing to modify the curriculum to meet the needs of the special needs students; 3) a coordinated effort must exist between all educators who deal with the special needs students, both the regular and special education - a team approach.

The Brockton School Department, realizing the ramifications of Massachusetts State Law, Chapter 766 and P.L. 94-142, has developed an OSE funded teacher support system for mainstreamed moderately handicapped, minority and bilingual and economically eligible students on the intermediate level. The teacher support system is aimed at retraining the special educators in change agent skills, in interpersonal relations, in communication techniques, in modification and management techniques, and will train parents as well as professionals. These skills are necessary in consulting with regular educators and modifying classroom curriculum. Each module contains a segment devoted to improving teacher sensitivity and knowledge pertaining to the needs of minority, bilingual and economically eligible moderately handicapped youngsters.

Regular classroom teachers have been icluded as an integral part of the training sessions to insure that the model, as developed, meets the needs of regular, as well as special educators. The degree to which we are able to involve regular education staff in training sessions and the amount of success we achieve in heightening sensibilities and improving instructional techniques will directly determine the degree of success that the mainstreaming concept will have within the regular education sector. The development of a team-approach is crucial to the success of the mainstreamed special needs child within the regular education program. Thus, the focus has been placed on improved service-provider communicative coordination around student's educational plans and needs of team teaching.

Finally, perhaps the most crucial component of the entire project is parent participation which is facilitated through the Project's Parent Advisory Council in a mini-workshop format designed to provide information and training to parents in identified priority areas.

2. A test of reading abilities in Spanish and Portuguese - (our Cape Verdean population speaks a Portuguese dialect called "Criollu" which is not a written language). This test has been designed to test those abilities usually considered important for beginning reading and into the second grade. Twenty-two subtests have been written and will be correlated at the end of two years with a reading achievement test so that the subtests having the greatest predictor value can be combined into a predictive screening inventory for high risk children. Meanwhile, the test serves as a criterion referenced measure of what a child can and cannot do and will become the basis for a part of his IEP.

3. Adaptive behavior scales - Created by Hispanic and Cape Verdean adjustment counselors, these measures will be a part of the home assessment and will evaluate the degree to which a child's adaptive and social behavior in the home and in his neighborhood meet cultural expectations.

   A standardization process began in September with several other cities. Preliminary data has been available since February. In addition, we have begun work on a language acquisition scale for use by these populations which will also be normed. (There are presently no available tests for the Cape Verdean population and most Spanish tests are written for Mexican-Americans or Cuban-Americans. Consequently, our test will use the appropriate vocabulary, concepts and cultural norms, and standardization will occur on relevant populations).

   Brockton feels that the designing of assessment instruments is an important step which allows special educators to make more meaningful placement decisions.

II. Mainstreaming: Then What?
(Improving the Skills of Regular and Special Educators)

IEPs are being cranked out as fast as typists and computers can produce them. Special needs students are being placed in the mainstream daily. What happens after the IEPs are signed and the children are in their seats? What are the implications of Double Jeopardy when the children are minority and/or bilingual? Do the regular educators have the necessary skills to deal with these children? Do the special educators have the necessary consulting skills to assist the regular class teachers in implementing the requirements of the educational plan?

Placing youngsters in the mainstream setting does not imply that effective education is taking place. It is a matter of quantity versus quality. Is it more important to have a child placed in a class that does not meet his/her instructional, as well as social-emotional needs for a great deal of the day, or placed for a shorter period of time with strong teacher support and quality instruction. Research indicates that teachers feel they do not have the necessary skills to deal with special needs students and have not received sufficient support to provide for a successful "mainstream" experience for these students. Furthermore, the issue is compounded when non-minority/monolingual teachers are required to address the needs of ex-

ceptional children whose culture they know very little about. The latest HCEEP Minority Leadership Consortium (June 1980) urged that the minority leaders become involved in structuring inservice for teachers who find themselves without sufficient knowledge about ethnicity to provide total programming for that child's unique needs.

Kaufman in a study cited three conditions that should be present in order to effectively integrate students into the mainstream: 1) the educational needs of the special needs child must be comparable to those of the regular class student; 2) the regular class teacher must be willing to modify the curriculum to meet the needs of the special needs students; 3) a coordinated effort must exist between all educators who deal with the special needs students, both the regular and special education - a team approach.

The Brockton School Department, realizing the ramifications of Massachusetts State Law, Chapter 766 and P.L. 94-142, has developed an OSE funded teacher support system for mainstreamed moderately handicapped, minority and bilingual and economically eligible students on the intermediate level. The teacher support system is aimed at retraining the special educators in change agent skills, in interpersonal relations, in communication techniques, in modification and management techniques, and will train parents as well as professionals. These skills are necessary in consulting with regular educators and modifying classroom curriculum. Each module contains a segment devoted to improving teacher sensitivity and knowledge pertaining to the needs of minority, bilingual and economically eligible moderately handicapped youngsters.

Regular classroom teachers have been included as an integral part of the training sessions to insure that the model, as developed, meets the needs of regular, as well as special educators. The degree to which we are able to involve regular education staff in training sessions and the amount of success we achieve in heightening sensibilities and improving instructional techniques will directly determine the degree of success that the mainstreaming concept will have within the regular education sector. The development of a team-approach is crucial to the success of the mainstreamed special needs child within the regular education program. Thus, the focus has been placed on improved service-provider communicative coordination around student's educational plans and needs of team teaching.

Finally, perhaps the most crucial component of the entire project is parent participation which is facilitated through the Project's Parent Advisory Council in a mini-workshop format designed to provide information and training to parents in identified priority areas.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Non-Discriminaroty Assessment - Bilingual and Minority Students and Consultant Training Model for Regular and Special Educators

Time of Workshop 11-Noon

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 X 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 X 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 X 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 6 X 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 6 X 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 X 8
lowest highest

Additional comments and recommendations: Participants found this session interesting and valuable. Information presented was very specific to Brockton's bilingual population and did not focus on blacks and other minorities.

Name _____

Name of Organization _____ (optional)

Section 504 - Civil Rights Legislation for the Handicapped - Legal Ramifications

Presenter:

Sidney Holloway, Education Program Manager, Section 504
National Demonstration Project

This session covered information beyond the scope of its title. The format consisted of the following:

The National Demonstration of Section 504 in Elementary and Secondary Education Project.

This segment spoke to the generally unknown fact that the Boston Public Schools were selected as the site for implementing a demonstration contract funded by the Office for Civil Rights to show other large school systems possible avenues for implementing Section 504 in an urban environment.

This contract was awarded to the Boston Public Schools in a national competition in collaboration with Harold Russell Associates, a private consulting firm specializing in affairs of the handicapped. Some reasons for selecting Boston were its exemplary efforts in providing special education services and its willingness to commit resources to the implementation of Section 504.

The product from this two year effort was a manual entitled, "Section 504 Implementation in Public School Systems: A User's Guide Based on the Boston Experience".

The project was evaluated by visitors as very successful; the manual was evaluated as extremely well done and practical. However, the attitude of the present Administration in Washington toward federal involvement in education hampered efforts to continue funding the dissemination of the manual or any other technical assistance related to Section 504.

Highlights of Section 504 of the Rehabilitation Act of 1973

This segment focused on highlights of Section 504 regulations and compared them with P.L. 94-142, the Education for All Handicapped Children Act, and Massachusetts State law, Chapter 766. The primary message of this segment was that Section 504 is an umbrella legislation. It prohibits discrimination against handicapped persons, on the basis of being handicapped, in any institution or activity receiving federal assistance. Included are all federally assisted schools, colleges, vocational centers, hospitals, nursing homes, socail service programs, housing developments, transportation centers,

and other public services. One major difference is the inclusion of alcoholism as a disability under Section 504.

Section 504 Legal Ramifications - Minority Students and Special Education

This last segment covered how Section 504 impacts on minority students and special edcuation. The major information from this segment pointed out to participants the implications of Section 504 as Civil Rights legislation. If federal compliance efforts for P.L. 94-142 were drastically reduced, Section 504 would still provide legal safeguards for the rights of handicapped individuals. In particular, the issues of appropriate assessment, placement and mainstreaming are clearly articulated under Section 504. In addition, parents' and students' rights to due process are also stated. Since Section 504 requires court involvement for enforcement, the legislation is still rather vulnerable.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Sec. 504-Civil Rights Legislation for the Handicapped - Legal Ramifications

Time of Workshop 11-Noon

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 6 X 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 7 X
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 X 6 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 X 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 X 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 X 8
lowest highest

Additional comments and recommendations:_____

_____

_____

_____

_____

_____

_____

Name_____

Name of Organization_____
(optional)

Basic Skills Improvement Policy
Relationship to Placement of Minorities in Special Education

Presenter:

Dr. Les May, Associate Director, Bureau of Research & Assessment, Massachusetts Department of Education

This presentation focused upon the relationship of the Massachusetts Basic Skills Improvement Policy to placement of special needs students, particularly minority students in urban school systems. The Basic Skills Policy required that the evaluation team responsible for a student's Individual Education Plan decides whether a special needs student should be assessed for achievement of minimum standards. The manner in which this decision is made can affect the placement of minority students in special education prototypes. The impact of this particular decision on special education placement was discussed in the seminar.

The Basic Skills Improvement Policy also requires school districts to report each year information on the number and percentage of students who have and who have not achieved minimum standards. This data, which is reported by race/ethnicity categories, includes information on the number of special education exemptions. The information contained in these annual reports can be used to monitor placement of minority students in special education programs. The use of this data was discussed in the seminar.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Basic Skills Improvement Policy - Relationship to Placement of Minorities in Special Education

Time of Workshop 11-Noon

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 X 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 X 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 X 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 X 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 X 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 X 7 8
lowest highest

Additional comments and recommendations: Summative comments indicated the session could have been longer and included more participant involvement.

Name _____

Name of Organization _____ (optional)

Code of Discipline

Presenters:

Dr. James Walsh, Administrative Assistant, Office of the Superintendent, Boston Public Schools

John Sisco, Coordinator of Investigation & Disciplinary Procedures, Boston Public Schools
William Lawrence, Headmaster, Boston English High School

The Boston Public Schools recognizes that the primary intent of society in establishing public schools is to provide an opportunity for learning which cannot be provided in the home. It further recognizes that students have the full rights of citizenship as delineated in the United States Constitution and its Amendments and that these rights may not be abridged, obstructed, or altered except in accordance with due process.

This document details the responsibilities and rights of students. The quality of education depends not only on the responsibilities and rights of students, but also upon the quality of interaction among students, parents, teachers, and administrators. To the extent that any of these is missing, to that extent does the quality suffer.

Parents are vital to the success of the school. Parents have the responsibility to reinforce the learning process at home. Their assistance is needed to motivate children to be interested in school and to attend school regularly. Parents should expect the highest level of achievement of which their children are capable and teacher performance which can elicit this level of achievement. Parents are welcomed and encouraged to confer with teachers to find out how their children are progressing. Parents need to be involved to insure that their children receive a high quality education.

Teachers and all other school personnel should treat students with the same respect and consideration that they expect from students. Teachers need to explain and apply to students in a consistent manner a clear set of ground rules for acceptable behavior, class participation, grades, and assignments. Teachers should communicate with the home about school activities, positive accomplishments and problems, and the ways in which parents can help their children succeed in school.

Principals and headmasters have the responsibility for assuring that the educational needs of students in school are met and that all members of the school community experience fair treatment. Principals and headmasters should instill in students, parents, and staff the belief

that school is a place for learning and teaching, and it is the business of all to see that this happens on a consistent basis every day. They should clearly communicate and fairly and consistently enforce the school disciplinary policies. Principals and headmasters have broad power and broad responsibilities and are the key to balancing the best interests of those concerned about the schools.

If enough people work cooperatively and creatively to resolve the complex and persistent problems we face daily -- if students work hard and aim high -- if parents provide support and encouragement -- if school officials provide quality instructional programs, competent instructional personnel and strong commitment to high standards, then excellence can be achieved in the Boston Public Schools.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Code of Discipline

Time of Workshop 1:15-2:15

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 X 6 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 X 7 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 X 5 6 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 X 6 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 X 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 X 6 7 8
lowest highest

Additional comments and recommendations: Participants wanted more involvement and clarity on how the Code applies to special needs students.

Name _____

Name of Organization _____ (optional)

Management Information Systems - Relationship to Special Education

Presenters:

Jerrold Patz, Time-Sharing Coordinator, Information System Development

Judith Costello, Acting Manager, Information System Development, Boston Public Schools

Patricia Crowley, Acting Assistant Manager, Compliance Placement, Boston Public Schools

Richard Kalp, Program Specialist for Compliance, Boston Public Schools

Two years of intensive preparation has resulted in SEIMS, the Special Education Information Management System, which is described in depth in the Manual for Individual Educational Plan Development published by the Student Support Services Department of the Boston Public Schools. In preparation for citywide and private sector implementation, inservice training was provided for more than one thousand individuals including all Student Support Services staff and to members of MAAPS (Massachusetts Association of 766 Approved Schools).

Every step of the process from the time of prereferral is tracted with time lines which are internally built into the computer system, thereby, triggering due dates of assessments, meetings, etc. This information provides Student Support Services with the prior notification of a possible violation. This in-depth tracking specifically indicates exactly where and who is responsible for relative delays. When a violation has occurred, immediate notification to Central Office, which is implicit to SEIMS as a management tool, provides for a more expeditious remedy. This information will also provide management with what areas are in need of additional resources, inservice training, and/or site visits to investigate existent problems.

The advanced design of this system will no longer necessitate, nor be reliant on, manual notification of violations. The built-in calendar of reviews, in addition to the tracking system described above, will provide an accurate and day-to-day status of both individual and citywide compliance. The SEIMS system has, in fact, been designed in recognition of Boston's responsibility to provide immediate identification and remediation of compliance.

The implementation of SEIMS will provide for a consistency in process, including quality IEP's that reflect the intrinsic needs of the student and progress reports that will reflect a realistic status of students' goals and objectives. The majority of goals and objectives were written by a Task Force comprised of representatives from every disability department in the Boston Public School System, thereby providing a panoramic and comprehensive frame of reference crucial to meeting the myriad presenting needs of students. To further ensure this factor, the system also has the capability to provide any and all unique objectives.

As new evaluations and reviews occur, this information will be computerized. Since reviews and evaluations are ongoing throughout the year, it will therefore, take a full year to capture information for every student.

With the ability to store both the IEP and progress reports for every student, it becomes possible to analyze students' needs on a collective systemwide level and independently by program - thus providing Central Office with indicative areas in need of expansion. Information provided by SEIMS will further reveal the type of teacher inservice programs that will be most beneficial to institute. It is anticipated that as the system develops to its full potential, the number and types of improvements will accordingly increase.

SEIMS is the resultant of the Boston Public School System's recognition of the need for an effective management tool to facilitate, oversee and improve overall managment and planning and, hence, qualitatively provide consistent and ensured services. Proper utilization of the coherent incoming raw data will serve to expedite these factors. The SEIMS process requires a cooperation of efforts by all concerned (in the Boston Public Schools) -- not just of key individuals -- to make it effective.

Since SEIMS is currently undergoing the implementation stages and because it is the only existent system encompassing this degree of sophistication, revisions will be continuous so that management may successfully obtain quantitative data which will ultimately produce qualitative improvements in SPED delivery. Input from professionals and parents continues to be welcomed and encouraged for ongoing incorporation in revisions.

A voluntary Task Force comprised of ETL's (Evaluation Team Leaders) representing various districts, private schools and Central Office staff has been established to improve the efficiency of SEIMS. Additionally, to keep users abreast of modifications to forms, to inform them of manual additions, to highlight consistent form submission errors and to promote both our enthusiasm and commitment to SEIMS, a newsletter, "SEIMS NEWS", was developed and is periodically distributed to all Student Support Services staff, principals and community superintendents.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Management Information Systems - Relationship to Special Education

Time of Workshop 1:15-2:15

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 6 X 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 X 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 X 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 X 4 5 6 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 6 X 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 X 8
lowest highest

Additional comments and recommendations: Summative comments indicated that this strong presentation of technical material was clear and understandable.

Name

Name of Organization (optional)

Legal Ramifications of the Lora Case in Service Delivery for Minority Students

Presenter:

Dr. Andrea Abrahams, City University of New York

Staff development was specified as one of the five remedies in the Lora decree, Lora vs Board of Education, 1979. The Lora Staff Development Program was created in the Center for Advanced Study in Education, City University of New York, to conduct training for the New York City Board of Education. The first year of training was conducted throughout the school system at the school level and district level and in most central units. The foci of the training included:

1. PL 94-142, the changes in special education and the need to involve parents in decisions affecting their child;

2. the elements of a supportive school environment; and

3. the need to avoid racial, cultural and ethnic bias in referral, evaluation and placement in special education; the need to provide realistic expectations for academic achievement, student behavior, and discipline.

Teams from each school consisting of the principal, a regular classroom teacher and the resource room teacher participated in training conducted by a member of the Lora staff. Teams from five to eight schools within a district were trained in four, three hour sessions to prepare for the staff development sessions they subsequently conducted in their own schools.

The second year of Lora training differed from the first year in that a member of each community school district was directly involved in the implementation of Lora training within each district. Each superintendent appointed a member of the district staff as half-time Lora District Facilitator. The roles and responsibilities of this staff development person were:

1. to co-facilitate training of school teams with a Lora staff member;

2. to involve district office staff and others in planning and conducting Lora training activities in the district;

3. to prepare a plan describing Lora training activities to be conducted between January and June 1981; and

4. to support school level activities related to Lora training.

The goals for the second year of the Lora Project were:

1. training concerning the issues of the Lora decree - bias and stereotyping based upon race, culture and ethnicity;

2. training concerning the implementation of "Special Education in Transition", especially the role of the school-based support teams and their relationship to the issues of the Lora decree and the assurance for each child that her/his IEP will be fulfilled with an appropriate placement in the least restrictive environment; and

3. support for the school system in building the capacity to carry out such staff development activities in the future.

The training conducted with school teams in the fall of 1980 addressed the first two goals. The training design encouraged school personnel to discuss the functioning of the School-based Support Team within the school. This discussion followed an examination of the attitudes and behaviors of school staff toward minority students that result in an overrepresentation of black and Hispanic students referred to special education. Thus, we attempted to show how the SBST may play a role in ameliorating the bias in the referrals by conducting informal assessments and classroom observations in an effort to identify classroom situations which contribute to the student's apparent inability to function in the regular class.

In summary, the Lora Staff Development Program has conducted training throughout the New York City public school system involving school and district personnel directly in the planning and implementation. Several major issues have emerged as considerations for further staff development. First, Community School District Superintendents must be more directly involved in discussing the issues of racism and its effects for minority students and the responsibility they have in educating <u>all</u> the students in their district, including those who are minority and handicapped. Second, there is a need to adapt, revise or create curriculum for a multicultural student population. We have begun to discuss with the Lora District Facilitators and other school system personnel the dearth of appropriate curriculum for black and Puerto Rican students.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Legal Ramifications of the Lora Case in Service Delivery for Minority Students

Time of Workshop 1:15-2:15

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 X 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 X 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 X 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 6 X 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 6 X 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 X 7 8
lowest highest

Additional comments and recommendations: An informative presentation, but participants would have liked to delve into strategies for teacher training.

Name _____

Name of Organization _____ (optional)

Parent Outreach Efforts in an Urban School System

Presenter:

Antoinette Leoney, 766 Parent Information Assistance Project,
Boston Public Schools

The Parent Information/Assistance and Resource Project is a new project that was conceptualized by the Department of Student Support Services in the fall of 1979. However, the project did not get underway until March 1980. The project is federally funded under PL 94-142 and is currently staffed with two Parent Assistance Specialists and a Public Information Coordinator. It is designed to provide assistance to parents of children with special needs as well as for Boston Public School personnel and community agencies which provide related services.

Prior to the creation of this project, there had been no consistent or organized way to provide parents of children with special needs with information on the laws and regulations of Chapter 766, PL 94-142, Section 504 of the Rehabilitation Act (1973) and special education programs provided by the Department of Student Support Services and the avenue to redress problems that occur. Hence, the purpose of the Parent Information/Assistance and Resource Project is to ensure that information is provided, appropriate referrals are made, and that specific complaints and concerns are followed up and/or resolved in a timely manner. The project also is responsible for providing 766 parent training workshops as well as the preparation and dissemination of a Student Support Services' newsletter and other informational material.

Since March 1980, the staff of the PIARP has established a cohesive management system. We have developed and implemented a complaint management system and a 766 educational program for parents, teachers, administrators, and community agencies. The Public Information Coordinator has also developed, produced and disseminated a bimonthly newsletter known as Extensions in English and Spanish as well as other extensive related informational materials.

The following outline provides a description of PIARP's Complaint Management System and Needs Assessment/Program Design for 766 parent-training workshops.

I. Complaint Management System

1. Goal: to ensure the resolution of problems/complaints which may be encountered by parents of children with special needs by providing them with access to general information and/or referral, as well as following up specific complaints.

Completed: All information that is provided by the Parent Assistance Specialist will be recorded on the intake form.

2. Resource File: Informational data will be collected from internal and external resources and stored in a resource file. When information is requested, the Parent Assistance Specialists and Public Information Coordinator will refer to these files. As new resource material is obtained/collected, these files will be up dated.

3. Survey and Collect New Information on Programs, Services and Other Resources: The Public Information Coordinator will survey and collect the latest information about services within the Department of Student Support Services and other community agencies. A new Connections Directory will then be updated and reprinted utilizing the new information collected.

Develop 766 Education Program: The staff will develop and implement an educational program via:

a. weekly staff meetings

b. conducting needs assessments to locate and recruit participants

c. gathering training materials - i.e., audio-visual equipment, possible training sites, recruiting professional guest speakers and written materials (handouts)

d. parent training for Boston Public Schools' staff

e. inservice training for Boston Public Schools' staff

5. Dissemination of Materials:

a. Dissemination of materials will be done by giving materials to principals who will then give them to special needs teachers who, in turn, will give them to their students. The students will then hand carry the materials home to their parents. Students who are in 502.5 placements will have information mailed home to parents.

b. Materials will also be distributed to school administrators and special education teachers via inter-department mailing. In addition, materials will be distributed to local community agencies that are on the project's mailing list.

c. Information will also be placed on the informational bulletin board which is located in the main lobby of the Boston School Committee building.

d. The Connections Directory and Parent/Student Guide will be made available upon request.

6. Internal Evaluation of Project: The internal evaluation of the project's activities will be conducted by distributing an evaluation questionnaire at the end of workshops, seminars, and conferences to be completed by participants. Staff will also be responsible for reviewing and analyzing data collected via the complaint management system in order to determine directions for future work, appropriateness of objectives, recruitment of parents/staff for special education inservice training, as well as to give staff an updated awareness and understanding of the project's future abilities in assisting parents.

II. Needs Assessment and Program Design for 766 Parent-training Workshops

Goal: to provide a means in which parents or children with special needs can increase their knowledge and awareness concerning the various topics encompassed in Chapter 766, PL 94-142 and Section 504.

Needs Assessment: Needs assessment for parent-training workshops will be done by the staff utilizing questionnaires or training surveys. In addition, requests for training will be taken from telephone calls that are received from parent groups and community agencies. Project staff will analyze questionnaires for training and develop an appropriate training agenda.

Objectives: At the end of each training session, the participants will have increased their awareness and knowledge of special education laws and Boston Public Schools' programs and services in order to successfully advocate on behalf of their children.

Activities: Workshops will vary, depending upon the needs of the participants. However, all workshops will focus on one or all of the following topics: SPED laws and regulations, 766 evaluation process, BPS programs and services, etc.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Parent Outreach Efforts in an Urban School System

Time of Workshop 1:15 - 2:15

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 6 X 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 X 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 6 X 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 6 X 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 6 X 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 X 8
lowest highest

Additional comments and recommendations: _____

_____

_____

_____

_____

_____

_____

Name _____

Name of Organization _____ (optional)

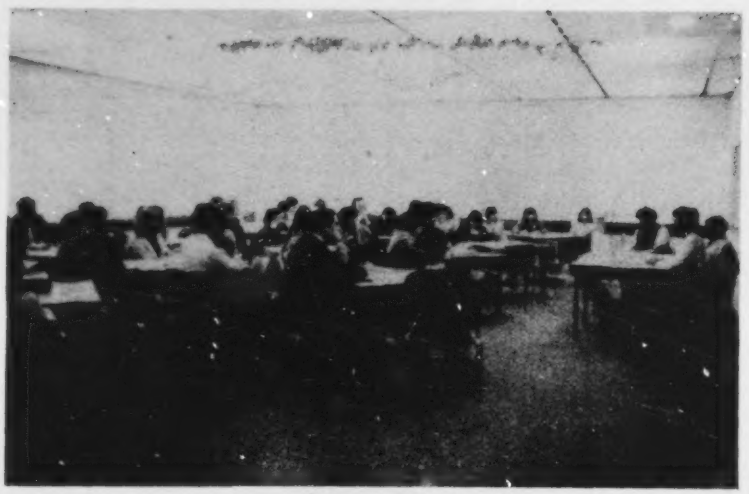
Attitudinal and Systemic Barriers to Providing Equal Access for Minority Student Populations

Presenters:

Dr. Orlie Reed, Vice President, Project Director 504, Mandex, Inc.

Dr. Portia Shields, Associate Professor, Howard University

The presentation focused upon issues and concerns which create attitudinal barriers to successful implementation of Section 504 for minority students. General and statistical information was utilized to involve participants in discussions related to local problems and to set goals and devise strategies for elimination of these barriers. Problems relating to teacher training, administrative hassles, parent involvement, cultural conditions, and teacher expectations were explored.



Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Attitudinal and Systemic Barriers to Providing Equal Access for Minority Student Populations

Time of Workshop 2:30-3:30

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 6 X 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 7 X
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 6 X 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 X 7 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 X 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 X 8
lowest highest

Additional comments and recommendations: Most participants felt that more time should have been allowed for this presentation. Presenters were able to address a sensitive issue in a realistic manner.

Name _____

Name of Organization _____ (optional)

No Summary

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Bilingualism, Cognitive Development and Psychological Assessment of Minority Children

Time of Workshop 2:30-3:30

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 X 4 5 6 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 X 6 7 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 X 5 6 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 6 X 8
lowest highest

5. How much did you learn from the presentation?

1 2 X 4 5 6 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 X 4 5 6 7 8
lowest highest

Additional comments and recommendations: _____

_____

_____

_____

_____

_____

_____

Name _____

Name of Organization _____
(optional)

Data Base Tracking System for Exceptional Persons

Presenter:

Michael Carricato, Associate Director, PennSTAR, Technical Assistance Resource for Special Education

The Pennsylvania Department of Education is developing the Tracking System for Exceptional Persons by integrating the resources of the Office of Research, Planning and Data Management and the Bureau of Special Education. A joint effort is being made to develop a data based management system for exceptional persons, birth to 21 years of age, in the 29 intermediate units and the 505 school districts.

The Bureau of Special Education is responsible for providing the data requirements, and the Office of Research, Planning and Data Management is responsible for providing guidance and assistance in the technological aspects of the system.

The system is designed to perform three primary functions:

1. provide the department with accurate nonduplicated data which can be used to determine fiscal needs and priorities for the State Legislature and the Federal Office of Special Education;

2. provide local education agencies with a data based management information system for their exceptional persons, birth to 21 years of age;

3. provide the department with current information that can be used to generate summary reports which are currently required at different times throughout the year (information satisfying four DEBE forms and the special education plan profile can be generated from the data base in the first year).

The tracking system represents a large step in the development of an integrated statewide data base that can be used for both state and local purposes.

Two special projects will be used to provide primary technical assistance in regards to this system. PennSTAR (Pennsylvania Statewide Technical Assistance Resource for Special Education), out of the Bureau of Special Education, will provide assistance to local education agencies to identify how to locate the required data as well as how best to collect

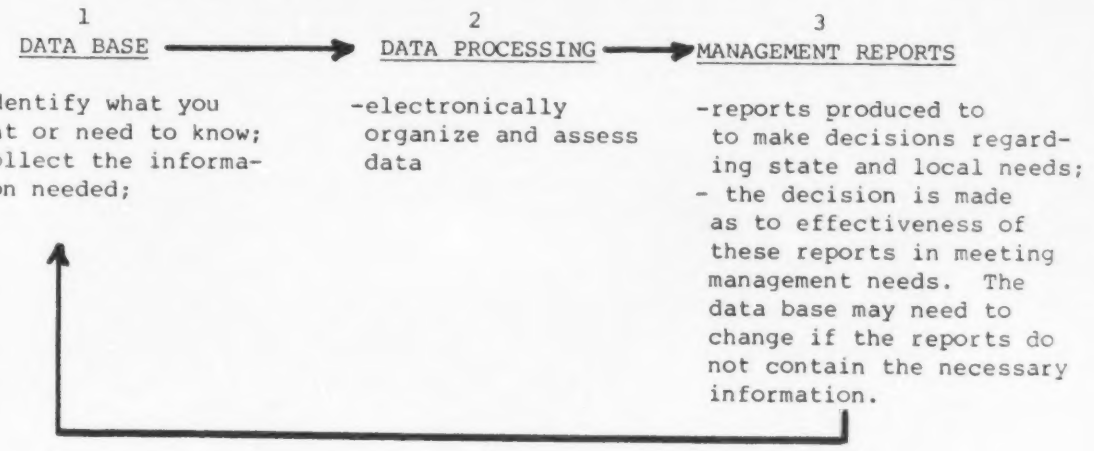
the data given local resources. PENNET, out of the Office of Research, Planning and Data Management, will provide assistance in areas related to the technical problems or related to computer hardware or software. The presentation focused upon PennSTAR and its ramifications for special education.

DATA MANAGEMENT

Data management is the process of using data (information) in systematic ways to make decisions within an organization. It involves: 1) a specific set of data that has been determined to be useful, necessary and/or required; 2) organizing and assessing the data electronically; and 3) reporting it in ways that enable the organization to make decisions based on the analysis of the data.

Data management is a dynamic management approach. The electronic system allows for the processing, storing and analyzing of tremendous amounts of information. These data can then be used to meet state and local needs in a timely fashion.

Data management involves:


1
DATA BASE
2
DATA PROCESSING
3
MANAGEMENT REPORTS
-identify what you want or need to know;
-collect the information needed;
-electronically organize and assess data
-reports produced to to make decisions regarding state and local needs;
- the decision is made as to effectiveness of these reports in meeting management needs. The data base may need to change if the reports do not contain the necessary information.

Several developments in the management and computer technology fields have made the data based management approach a useful tool. For example:

1. The volume of data generated and handled by educational organizations has increased tremendously. It continues to increase.

2. Reporting requirements have increased proportionately to the increases in data generation. This has occurred in response to compliance questions, fiscally related reporting requirements, and locally determined management needs.

3. The manual management of this information is costly, time-consuming and often repetitious.

4. Technological advancement in computer hardware and software provide new possibilities for cost efficient data management.

5. Electronic data management enables greater volumes of information to be managed in less time and eventually for less expense. It also provides the means for making the management system current and immediate by analyzing data as soon as it enters the system. This enhances the decision-making ability of managers by providing accurate, timely information.

Each of these considerations has been taken into consideration in the development of the Pa. Tracking System for Exceptional Persons. A major goal of the system is to enable local districts, IUs, and state agencies to manage the delivery of special education related services through effective data based management procedures. The Tracking System for Exceptional Persons has three data management dimensions, each having a specific focus and purpose.

1. State Reports: Pa. Department of Education and the Bureau of Special Education have certain reporting needs that are met via this system. The twenty-three items are used as a base for reporting information required to satisfy the various DEBE reports:

   Annual Special Education Report
   LEA Child Count Report (PL 89-313)
   LEA Child Count Report (PL 94-142)
   Special Education Placement Report
   Annual Special Education Plan

This management function produces several benefits for state and local entities:

The collection of individual data is more accurate and current;

The state can produce summative reports more accurately and timely than IUs/LEAs (i.e., reports generated by the DEBE system have generally been six months to 12 months behind time of submission. Current projections are that summary reports will be available almost immediately using the tracking system.);

A common set of definitions for reporting has been provided for use by all IUs/LEAs.

2. Local Management Needs: The twenty-three item data base can be used for specific management needs. The twenty-three item data base will enable the LEA to: 1) determine that the exceptional persons in the districts/IUs are receiving a free appropriate education; and 2) use the data for future planning.

Two mechanisms for managing the data are available:

A. Batch - this enables the twenty-three item data base to be used to produce predetermined reports. These reports are designed to provide local managers the information required to meet day-to-day needs.

B. Query - this procedure enables random access to the data base to produce reports as they are needed. It enables managers to respond to any decision-making situation to which the data may lend itself.

3. Articulation w/ Other Data Bases: The twenty-three item data base can be used to interface with other data bases. This is a future development and will be most useful with the anticipated 100+ data base. It will enable managers to refine the decision-making processes as they relate to each area of special education delivery, screening, evaluation/MDT and in the development and implementation of IEPs.

Various data bases will be able to be used simultaneously to better use all available data to make decisions effecting programming for exceptional persons. This will enable the LEA to know where each exceptional person is in the system at any given point and how to best plan for their continued progress. This particular management use will assist the LEA to assure that all exceptional persons receive a free appropriate public education.

Data management is a process that is both technical and programmatic. It involves many technical steps, mechanical devices and system designs. It also involves organization to meet immediate local needs and to plan for future needs. The technical dimensions must mesh with the programmatic dimensions to assure a useful, cost-efficient management system.

Data management rests on the principle that the more current and accurate the information, the better able a manager is to make sound decisions in response to questions related to the day-to-day delivery of special education related services.

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Data Base Tracking System for Exceptional Persons

Time of Workshop 2:30-3:30

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 3 4 5 6 X 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 5 6 7 X
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 4 5 X 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 6 X 8
lowest highest

5. How much did you learn from the presentation?

1 2 3 4 5 6 X 8
lowest highest

6. Overall how would you rate this presentation?

1 2 3 4 5 6 7 X
lowest highest

Additional comments and recommendations: _____

_____

_____

_____

_____

_____

_____

Name _____

Name of Organization _____
(optional)

Instructional Support Program
A Prereferral Model with Parent Involvement

Presenter:

Lyndy Johnson, Elementary Coordinator, Instructional Support Program

I. Background

The Instructional Support Program is a collaborative project involving the elementary and middle schools of District VI and the Institute for Learning and Teaching at the University of Massachusetts/Boston. The ISP originally developed as a result of expressed teacher need for assistance in individualizing instruction and providing training and support to regular education teachers in meeting the wide range of student needs at the McCormack Middle School. After two years, the program expanded to include the district's two other middle schools. The program's development has been evolutionary and depended largely on the input of district teachers, administrators, as well as project staff.

II. Goals

The ISP has four major goals.

1. To provide training and assistance to regular education teachers in diagnosis and individualization of instruction as an alternative to 766 referral.

2. To provide support to teachers participating in training through classroom consultation on a weekly basis and through the placement of trained tutors in their classroom.

3. To provide direct services to students through individualized educational programs designed to meet their specific needs in order to maintain them in regular classroom settings.

4. To provide opportunities for skilled and experienced Boston teachers to train and assist other teachers.

III. Program Description

The ISP has four major components which are closely coordinated by project staff.

1. A six credit U/Mass graduate course is offered to participating teachers with elementary and middle school sections. Teachers

meet weekly for two hours. A case study method is used to develop skills in informal diagnosis, evaluation, teaching strategies, classroom management and individualization. These practical techniques are to be applied in the classroom. The required output of the course is service to identified students through the development and implementation of an individualized program. Non-credit workshops are given on-site for those teachers not participating in the course. Teachers involved in workshops also produce and implement an individual prescriptive plan and receive the same on-site support services as course participants.

2. Trained parent and university tutors work directly with students in implementing individualized prescriptive programs designed by the teachers.

3. Course instructors consult regularly with teachers in their classrooms.

4. Workshops are given on a regular basis for parents to involve them with their child's education plan.

School Involvement

Middle Schools (3)

	McCormack	Dearborn	Gavin	B	W	O	Total
Teachers	7	5	6	48	42	31	20
Tutoring (1 to 1)	38	31	52	110	121	37	121
In-class Tutoring	50	38	180	35	25	17	268
Prereferral	28	18	31				77

Elementary Schools (9)

	B	W	O	Total
Teachers	5	24	2	31
Tutoring	56	93	32	181
Indirect Service	304	371	67	693
Prereferral	36	54	9	89

Expected Goals	Realized Goals
1. To develop a prescriptive program for each identified learner.	1. Regular education students have prescriptive programs being implemented. 121 in middle schools; 181 in elementary schools.
2. To provide individualization within the mainstream classroom.	2. Pre-tests have been given to all students in the program. Tutors are assisting teachers by working in small groups to implement the prescriptive program. 3 tutors in middle schools; 3 tutors in elementary schools.
3. To provide individualization outside the mainstream classroom.	3. Pre-tests have been given to each eligible learner. A prescriptive program has been developed and is being implemented by the tutors and/or teachers. Middle school teachers - 19 Elementary school teachers - 25 Middle school tutors - 16 Elementary school tutors - 30
4. To provide services for all identified students at their entry level.	4. Tutors are implementing prescriptive programs for enrichment in art, English, math and science.
5. To increase the skills of the regular education teachers in developing and implementing education plans for students who have social and/or learning deficits.	5. Participating teachers have developed skills through a graduate 6-credit course at the U Mass/Boston, a series of in-school workshops and weekly consultations with U Mass instructional support leader and individual tutors.
6. To increase the skills of the regular education teachers in diagnosis through developing and administering both formal and informal tests.	6. Skills are increased through a graduate course, in-school workshops and consultations. Each eligible learner is given a teacher made pre-test before a prescriptive program is written.
7. To increase the skills of the mainstream teacher in developing new materials and classroom strategies.	7. During in-class consultations and the graduate course, participating teachers, consultants and project staff develop materials and strategies for mainstream students.

No Summary

Minority Students and Special Education
Evaluation/Questionnaire for Participants

Presenter: Rui Rodriquez

Please complete all sections of this evaluation form. The information will be used to analyze the success of the conference and plan for future conferences. Thank you for your participation.

Workshop Name Bilingualism, Cognitive Development and Psychological Assessment of Minority Children

Time of Workshop 2:30-3:30

Rate the presentation on a scale from 1 to 8 - 1 is lowest 8 is highest.

1. Did this workshop meet your expected needs?

1 2 X 4 5 6 7 8
lowest highest

2. Was the presentation organized, clear and concise?

1 2 3 4 X 6 7 8
lowest highest

3. Overall was the workshop helpful to you in relation to placement issues of minority students in special education?

1 2 3 X 5 6 7 8
lowest highest

4. Did the presentation provide for participant involvement?

1 2 3 4 5 6 X 8
lowest highest

5. How much did you learn from the presentation?

1 2 X 4 5 6 7 8
lowest highest

6. Overall how would you rate this presentation?

1 2 X 4 5 6 7 8
lowest highest

Additional comments and recommendations: _____

_____

_____

_____

_____

_____

_____

Name _____

Name of Organization _____ (optional)

PRESENTERS' ADDRESSES

Andrea Abrahams
City University of New York
Graduate School & University Center
33 West 42nd Street
New York, NY 10036

Milton Budoff, Director
Research Inst. of Educational Problems, Inc.
29 Ware Street
Cambridge, MA 01238

Michael Carricato, Associate Director
PennSTAR
236 Union Deposit Mall
Harrisburg, PA 17111

Judith Costello, Acting Manager
Information System Development
Boston Public Schools
26 Court Street
Boston, MA 02108

Patricia Crowley, Acting Assistant Manager
Compliance/Placement
Boston Public Schools
26 Court Street
Boston, MA 02108

Edward Friedlander, Director
Pupil Personnel Services
Stamford Public Schools
Stamford, CT

Sidney Holloway
Office of Planning & Policy
Boston Public Schools
26 Court Street
Boston, MA 02108

Peggy Janey, Special Education Policy Analyst
Mass. Advocacy Center
2 Park Square
Boston, MA 02116

Lyndy Johnson, Elementary Coordinator
Instructional Support Program
U/Mass Boston, Harbor Campus
Learning & Teaching Institute - Bldg. 3
Dorchester, MA 02125

Richard Kalp, Program Specialist/Compliance
Boston Public Schools
26 Court Street
Boston, MA 02108

William Lawrence, Headmaster
English High School
Avenue Louis Pasteur
Boston, MA 02115

Antoinette Leoney
Suffolk Law School
Suffolk University
41 Temple Street
Boston, MA

Marie Lindahl, Education Specialist
Greater Boston Regional Education Center
54 Rindge Ave., Extension
Cambridge, MA 02138

Dr. Les May, Associate Director
Bureau of Research & Assessment
Mass. Department of Education
15 St. James Avenue
Boston, MA

Marian McDonald, 766 Network Developer
Mass. Advocacy Center
2 Park Square
Boston, MA 02116

Janet Morrison, Director
Project Mainstream
Brockton Public Schools
43 Crescent Street
Brockton, MA 02401

Mary O'Brian, 766 Parent Trainer
Federation for Children with Special Needs
120 Boylston Street
Boston, MA 02116

Jerrold Patz, Time Sharing Coordinator
Information System Development
Boston Public Schools
26 Court Street
Boston, MA 02108

Orlie Reed
196 Magnolia Lane
Annapolis, MD 21403

Dr. Rui Rodriguez
Programs for Children with Special Needs
Department of Public Schools
Central Falls, RI 02863

Alan Rom, Esq.
Lawyers' Committee for Civil Rights
Mass. Advocacy Center
2 Park Square
Boston, MA 02116

Kenneth Sennett, Department Head/Special Education
Brockton Public Schools
43 Crescent Street
Brockton, MA 02401

Portia Shields, Associate Professor
Howard University
School of Education
Washington, D.C. 20059

John Sisco, Coordinator
Investigation & Disciplinary Procedures
Madison Park High School
New Dudley Street
Roxbury, MA 02119

Dr. James Walsh, Administrative Assistant
Superintendent's Office
Boston Public Schools
26 Court Street
Boston, MA 02108

Anne Wheelock, 766 Parent Trainer
Mass. Advocacy Center
2 Park Square
Boston, MA 02116

Linda Wolk, Coordinator
Schools without Failure
Hale School
51 Cedar Street
Roxbury, MA 02119